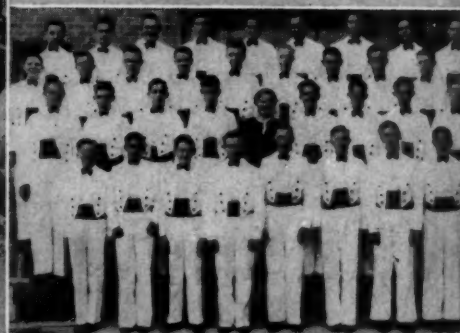
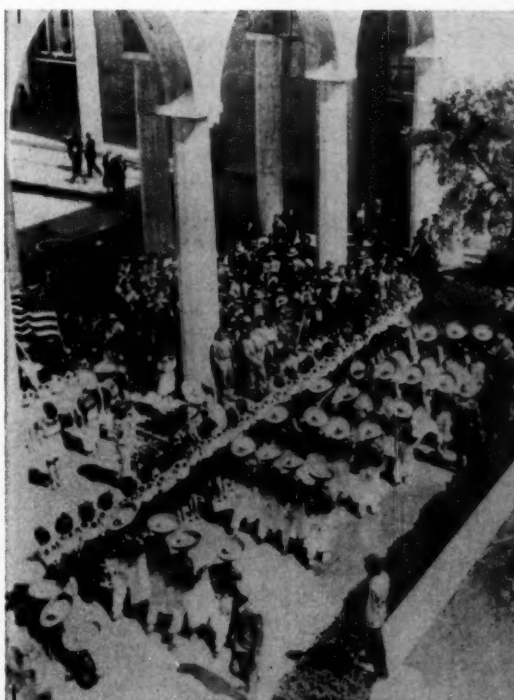


School Activities

April 1940



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School Activities

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APRIL, 1940

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As the Editor Sees It

Our seniors are now, more than ever before, thinking seriously about their future occupations. And here is an idea that is always pertinent, an idea that is based on an oft-heard expression of parental desire—"I want my child to follow in my footsteps."

"Following in his father's footsteps" may be fine, PROVIDED the child wishes to, but if he does not wish to, it represents tragedy. The most important thing in a family is not the business, the parent, or the parent's footsteps; the most important thing in any family is the child. And any parent who mortgages the success and happiness of his child in order to tickle his own vanity is a stupid, conceited, egotistical fool.

Here is something that needs to be smashed and smashed hard. And your guidance program—publications, home room, assembly, P.-T.A., etc.,—is the proper place for this smashing.

One of the twenty "Yes-No" questions asked at a conference of principals in connection with the last annual meeting of the North Central Association was this—"Has the home room become outmoded?" "Yes," replied 39 principals; "No" (or "doubtful"), replied 225.

Of the 39 principals we should like to ask, "Outmoded in favor of what?" It is our humble guess that these 39 individuals had had little or no vital experience with home room activity; and that the five-and-a-half-to-one favorable reaction indicates that many principals had had such experience.

According to the February *Clearing House*, "W. F. Morgan, Jr., New York City Commissioner of Markets, went out personally with several of his inspectors, made purchases in nine retail establishments in the city—and was short-weighted, short-measured, or overcharged in seven of them. He bought silk stockings and shirts that weren't silk, gasoline that didn't measure up to the pump figure, under-weight chick-

ens, and Roquefort cheese that was something else."

And still the advertising-supported newspapers and magazines howl that "consumer education is Communistic!" Incidentally, this type of instruction is nowhere more appropriate or more easily provided than in the home room.

A thought while facing 150 initiates of the National Honor Society of Trumbull County, Ohio, recently—"Here is the backbone of substantial citizenship in this county tomorrow. Long after the memorized factual stunts of education have disappeared from the minds of these young men and women, the ideals and practices of intelligent leadership and helpful service will remain."

Judging from the expressed reactions read and heard during the past six weeks, both inside and outside of schools, there has been too much interscholastic basketball this year—perhaps not too many straight-schedule games, but too many tournaments. If basketball is to retain its place as a respected school activity, those responsible must sponsor and promote it intelligently.

"The weight of informed opinion . . . contradicts most of the claims advanced by the proponents of school military training. . . . The evidence available for supporting school military drill in terms of its contribution to national defense is both scanty and of highly dubious quality. That available for its support in terms of educational or non-military considerations is even less extensive and certainly of less sound quality." So concludes Edwin C. Johnson, Secretary of the Committee on Militarism in Education, in his article, "School Military Training Reconsidered," *School and Society*, March 2, 1940.

This well-documented article by a competent authority is highly pertinent in these troublesome times. You should read it.

Student Government-- Medieval, Colonial, and Modern Style

STUDENT government has a history of which it can well be proud. Its history is older than your college or mine. It was operating before a white man set foot on this continent. Indeed, the origin of higher education is synonymous with student government. The fact is that the first medieval universities were owned and operated by students. They hired the faculties; they chose the town in which the institution operated; they set the rules by which the university was governed; and they were the individuals with whom the municipality dealt in case there was a town or gown difficulty to adjust.

All this is now changed. There is a fabulous monster that we call "The Administration" which now establishes rules and regulations for the operation of the institution. Students no longer—as in medieval days—reduce faculty salaries or even dismiss faculty members when careless professors fail to appear to deliver lectures. Faculty members are now on tenure (a thing unheard of in the early days of the Universities of Paris or Bologna)—regulated by the Administration and not by the students.

The curriculum is also regulated by individuals other than the student. In medieval times, students were known to boycott certain courses. Thus students had considerable indirect say as to curriculum development, and the faculty gladly taught what this academic law of supply and demand dictated.

The housing of students today is a responsibility of someone other than the young man or young woman matriculated at the institution. Time was when the institution itself had no other place to operate than in the dwellings where students had elected to stay—and thus students not only administered their own housing problems but in the administration of those problems solved the present day difficulty of college presidents in regard to endowments, buildings, equipment, and grounds. Where the student was, there was the institution.

This was a thoroughly well recognized educational principle of the middle ages. A number of towns in medieval times made the mistake of disbelieving this principle. The result was that over-night the scholars moved from the offending town and took up lodging in some neighboring municipality, which meant that the university moved with them. Such an exodus is a hard blow for any group of

J. F. FINDLAY

*Dean of Men, University of Oklahoma,
Norman, Oklahoma*

business men in any age to accept. These students spent their money freely, were open-handed customers in the shops and whatever was the equivalent in that day of our drug stores, chicken-shacks, snooker parlors, and movie palaces. It is any wonder, then, that we find in these centuries long gone by, that student bodies on the verge of packing bags and baggage were often waited upon by conciliatory business men intent upon keeping both the university and the student trade at home for themselves? Out of such parleys, came various special grants or allocation of special rights for students—part of which is directly responsible for the fact that today the large majority of student misdemeanors are tried and settled by collegiate authority rather than by civil justice.

But what went on during medieval times is a far cry from the student life in today's American higher education. In many ways, the present-day student's situation is much superior to that of his medieval predecessor. The student at Paris in those days had no library of any real significance; he had no laboratory worthy of the name; he sat in a lecture room, which even the freshest of our fresh-water colleges would not deign to dignify with the label "class-room," because it was poorly lighted, ill-equipped, and at best was frequently a make-shift. But with all his handicaps, he had two things which all our modern equipment in buildings, laboratories, and museums cannot off-set. These two things were: a mad, over-powering, relentless love of learning; and teachers who knew how to teach better than any teachers either before or after them. One Abelard to whom the intellectually hungry youth of all Europe flocked, was enough to make of that university a great institution.

And, so, young men of that time gathered around great teachers like Abelard. They were not driven to ask admission to the select circle because one's father had been a college man. With them, a college degree was not an appendage to insure an adequate social rating in one's community. They were driven to seek admission because the hunger for knowledge, unsatiated, and demanding satisfaction,

had to be answered. There was no place to get learning other than in these academic centers—and, so, they came from far and near to drink up the teachings of these great teachers.

Three things are to be noted in all this. First, these medieval students were not faced with the problem of adjusting themselves to an intricate, complex institution such as our modern college or university is. Higher education in those days was reduced to its simplest form. Their adjustment problems, therefore, were simpler and easier of resolution than ours.

Second, these medieval students did not look upon self-government as an extra-curricular experience, for it was anything but that to them. Self-government was an accepted part of every day's routine uncomplicated by student council constitutions, elections using the Australian ballot, or advice from any sponsor in the person of a dean of men or faculty adviser.

Third, these medieval student bodies were not made up of mental striplings. They were mature in experience, extremely serious in purpose, intensely active in their pursuit of knowledge, and unwilling to let anything—even the king himself—unseat them from their attachment to their teachers.

Thus, with these three factors in the early university—it is only natural that we find student government of a free, somewhat undisciplined, oftentimes undefined kind in operation. But whether or not they, themselves, ever labeled it "student self-government"—which, so far as I can discover, they never did—they had to a very considerable degree, the essence of the thing. Anyone really interested in student government can do a number of things more unproductive of helpful results than studying intensely the early student in his medieval university environment.

Let us come now a little closer home. Not long after the founding of our colonies in New England, the early fathers decided that higher education was a necessity even in a new land yet to be tamed. One, John Harvard, came forward in the emergency and offered his personal library and some few dollars as the nucleus for the establishment of such an institution. So, at Cambridge, Massachusetts, there came into existence the beginnings of what is now Harvard University. It was not a medieval university, for note this: its curriculum was not student-owned and operated; instead, it was a course of studies entirely ordained by fiat of the grey-beards authorized to carry forward the activities of the institution. And in the second place, the university was not the outgrowth of the inherent demand of the youth for an answer to their intellectual longings but, rather, it was the answer to the colonists' desire for a place to guarantee a trained

leadership for the future—especially for the ministry. Is it little wonder that student government, as we think of it today (and for that matter, as it was experienced by our medieval brothers), was not in the ken of a Harvard man of the 1700's? He knew nothing of it, and cared less. He had his academic stint to do, and he did it—in fact, he did it so excellently that there are some educators today who think we would do well to return to that Golden Age and pattern our present day higher education more fully after that model. But there was no student government.

Then came William and Mary College, and King's College (now Columbia University), and Yale and Princeton—all patterned after the first colonial model, more or less, and all unacquainted with student government.

Out in the Northwest Territory, a man named Oberlin became innoculated with the idea that women ought to be permitted as adequate an education as men. It was a revolutionary concept—and everyone laughed him to scorn. But he persisted with his thinking, and one day, in the hills of Ohio, there blossomed forth a fresh-water college which inherited his name: Oberlin College—dedicated to the plan of co-education.

But that was not the only revolutionary idea that Oberlin had. He also had two others which were almost as significant. He believed that the faculty ought to run the institution rather than any group of administrators, and he also believed that the students ought to be given a very considerable say in institutional management.

Everyone predicted a quick demise for this academic venture, because it was so different from anything in the already established halls of learning further east. But Oberlin confounded his critics, and the new institution flourished from the start. Indeed, it was so successful that a number of the more adventurous spirits from the Atlantic seaboard abandoned the traditional path which ought to have led to Harvard, or Yale, and found their way to Oberlin.

These students were your precursors, your first ancestors in student government in American higher education and its real origin in the medieval universities.

All the colleges up to this time were private institutions, for the most part affiliated rather closely with the church. Not long after the founding of Oberlin, the states carved out of the Northwest Territory began to provide two important things: higher education at public expense, and education for women as well as for men. The University of Michigan began to be known, even in the hallowed halls of Harvard, for the excellence of its product. And some of the earliest degrees granted to women were given by the University of Mich-

(Continued on page 350)

Radio Hour for Youth

FLORENCE V. ESSERY

Chairman, Youth Radio Hour,
University of Tennessee, Knoxville, Tenn.

PROBLEMS confronting youth, all youth, out of school youth and high school youth, was the theme for the University of Tennessee's first year of Youth Radio Hour, broadcast from the campus every Friday at 10:00-10:15 a.m.

In reality, parents of youth proved to be among our most interested listeners. Possibly this was due to the adult interpretation of youth problems, our natural parental concern for problems recognized or observed by teachers and parents as youth problems.

Adult emphasis at the beginning of this experiment was a matter of expediency, when the proposition of a weekly broadcast to high schools during 1938-39 was thrown into the lap of the College of Education for immediate development. The proposal followed a survey

made to determine the demand for such a service from the university.

RADIO SURVEY, APRIL, 1938

Although the survey indicated that 300 high schools did not possess radio receiving sets, and only 123 did have them, the evidence justified the development of this program. As indicated in the summary below, many high schools had radios accessible, electricity available, and already resorted to various means of listening. Moreover, the possibility of securing radio receiving sets was quite general.

The best reception came from WSM, the station now broadcasting Youth Radio Hour. The hour 10:00 a.m. was selected as the most favorable time for listening. The frequency of desire for thirty minutes five days a week was prohibited by the limitations of WSM to a fifteen minute period and our own lack of readiness for a daily program.

The type of program considered most helpful was varied, with greatest frequency in the language arts and social sciences. The response to these requests was not labeled as separate subjects in the Youth Radio Hour, but rather related to the theme, problems confronting youth, personal problems, youth and the needs of Tennessee, and recreational needs.

FACULTY ORGANIZATION FOR RADIO PRODUCTION

For development of policy, democratic and integrated planning, and study of radio technique, a program council was organized. Members of this council were representatives of the various departments of the College of Education: specialists in Secondary Curriculum and Extra-Curricular Activities, Social Science, Natural Science, English, Library Science, Psychology, Public Health Education, Physical Education, Business Education, Home Economics Education, Agricultural Education, and Industrial Education.

Out of the regular monthly meetings of the program council, the following impressive committees evolved: Field Contact, High School Day, Radio Workshop, Field Research, Script Writing, Production, Music, Publicity, Finance, General Correspondence, U. T. Student Group, and Evaluation. Several of these committees cannot yet be said to function, but it is thought that the Youth Radio Hour will grow up to these dimensions.

EXPRESSION OF PURPOSE

Progressively the Program Council of Youth Radio Hour finally arrived at the acceptance of the following purpose for its broadcasts to youth:

1. To supplement and enrich the high school curriculum.

University of Tennessee SUMMARY OF RADIO QUESTIONNAIRE TO HIGH SCHOOLS Sent by Extension Division, Spring, 1938

	Yes	No	?
Schools possessing radio receiving sets	123	300	
Possibility of acquiring radio	196	53	
Accessibility to radio	128	154	
Availability of electricity	351	49	
Number of schools favoring U.T. program	402	3	16
Now listening to radio program:			
(a) whole school	88		
(b) special classes	214		
Broadcasting stations best received:			
WSM	158	WLAC	22
WLW	64	WOOD	16
WNOX	46	WREC	15
WMC	42	WROL	11
Organizations interested in school:			
PTA	275		
Local Civic Clubs	59		
Others	77		
None	38		

TIME MOST SUITABLE

Hour	M	T	W	Th	F
8:00	8	7	7	7	8
8:30	5	4	4	4	4
9:00		1	2	1	1
9:30	12	12	12	12	12
10:00	39	41	39	39	41
10:30	10	12	11	13	11
11:00	20	17	24	16	21
11:30	29	19	29	20	24
12:00	13	10	12	11	12
12:30	27	21	25	19	27
1:00	22	20	22	19	24
1:30	2	2	2	3	2
2:00	11	10	10	10	10
2:30	13	12	14	13	15
3:00	1	1	1	1	1
3:30					
7:00 EST	1				

Time belt:

Eastern	27
Central	394

Length of program:	No. of periods per wk.:
15 minutes	167
30 minutes	224
45 minutes	1
vary	5
	?

2. To provide high school and out-of-school youth opportunity for (a) participation in interpretation of social problems through the medium of the radio; (b) understanding of the radio as a dynamic social force; (c) appreciation of radio as a creative art.

During the year, the Program Council came to the conclusions that (1) greater participation by youth was imperative; (2) a radio conference of high school youth, teachers, and principals was essential to planning and evaluation, and (3) some immediate evaluation of the first year's experiment was needed.

PARTICIPATION OF YOUTH IN BROADCASTS

Believing that an effective radio hour for youth on youth's own problems required youth participation in the broadcasts, a few broadcasts by university and high school students were introduced.

University students presented the following programs:

University debate team (2 members): Resolved, That the South has better advantages for industrial development than other regions of the United States.

U-T Playhouse and Philolexia (Library Club), presentation of original skit, *Those Fickle Girls*.

Home Economics Seniors, two original skits, (1) *Better Homes*, and (2) *Better Trained Home Makers*.

The radio announcer was a university senior, active in U-T publications, dramatics, and other student activities.

High school students presented the following programs:

Norris (University Experimental School) Symposium, *Health Education in Norris*.

Knoxville High School (University Demonstration School), original playlet by Masquers Club, *Safety in the Home*.

Knoxville, Christenberry Junior High School, original skit, *Plant Exploration in the Smokies*.

The need for youth participation from the field was recognized so keenly that a radio conference with a selected group of high school teachers, principals, and students was called for March 11, 1939, at the broadcasting unit on the campus. This conference was grandly named, *First High School Curriculum Radio Conference*.

NATURE OF RADIO CONFERENCE

In order to evaluate the effectiveness of the radio programs for high school use, there was presented a demonstration of two radio programs previously given, the one by Norris High School students and the other by University Home Economics seniors mentioned above. This demonstration was followed by a panel discussion of the function of radio in the high school curriculum. Members of the

panel included university faculty in secondary extra-curricular activities, State Department of Education representatives, and public school educators. The open forum following the panel discussion led to several significant suggestions for the 1939-40 broadcasts.

1. Field participation in planning and evaluating broadcasts.

2. Direct participation of youth in actual broadcasting.

3. The development of a radio workshop at the university for college and high school age students.

4. Study guides for preliminary preparation of listeners to build better understanding and appreciation of serious problems presented.

5. Suggestive areas or problems to which a university radio program can make a contribution.

6. Closer co-operation between the University of Tennessee, Tennessee Department of Education—High School Division, and Tennessee Education Association.

INFLUENCE OF RADIO CONFERENCE UPON 1939-40 PLANNING

The suggestions made at the Radio Conference have significantly influenced the nature of next year's series of programs.

1. The 1939-40 broadcast is being developed as a state wide co-operative project. Through the State High School Division, under R. R. Vance, suggestions for field participation and continuous evaluation by high school listeners will be developed.

2. Much greater direct participation of university and high school youth in broadcasting is provided.

3. A radio workshop at the university will be in process of development during the next year.

4. Brief study guides will be published monthly in the University Newsletter.

5. Field suggestions for programs are included in the planning under seven major areas of integration within the subject fields.

a. Current Problems of Tennessee (social studies integrated with science, agriculture, psychology).

b. Conservation (agriculture and science).

c. Family Life, the Community, and Personal Problems of Youth (home economics integrated with sociology, psychology, community leaders and parents co-operating).

d. Guidance (integrating business education, home economics education, agricultural education, industrial education, commerce, the U-T Student Employment Service, and U-T Appointment Bureau).

e. Health (integrating science, social

studies, nutrition, and the services of health agencies).

f. Physical Education and Recreation (co-operating with community programs).

g. U-T and High School Radio Workshop (in Communication Techniques and Appreciation).

h. Creative Activities in English.

6. The programs have been increased to twice weekly.

EVALUATION OF THE 'FIRST YEAR'

Attempts to secure direct responses from high schools by return postcard once a month did not result in sufficient returns to be of much value. The only evidence available is the following summary of voluntary "fan" mail requests for copies of script.

GEOGRAPHIC DISTRIBUTION BY STATES

Tennessee	.....	651	
Other States	.....	139	
Alabama	32	Mississippi	36
Arkansas	2	Missouri	1
Colorado	2	New Jersey	1
Georgia	1	New York	2
Illinois	1	North Carolina	1
Indiana	2	Ohio	26
Kentucky	26	Oklahoma	2
Michigan	1	Pennsylvania	2
Minnesota	1		

Analysis of the sources of requests reveals interest outside the high school age group.

IDENTIFICATION OF SOURCES OF REQUESTS

	No. of copies sent
Schools and Colleges	.....121
Tennessee	113
Other States	8
Parent-Teacher Associations	.....34
Supervisors of Adult Education	.....21
University of Tennessee Professors	.....14
Teachers of Vocational Education	.....8
Ministers	.....5
Business Men	.....4
Better Homes Campaign Chairmen	.....4
CCC Camps	.....3
Nurses	.....2
Physicians	.....2
Engineers	.....1
Magazine Editors	.....1
Departments of Education	.....1
Women State Representatives	.....1
Tennessee Valley Authority	.....1
Miscellaneous (nothing on request to indicate position of the person sending it)	567
Mr. 135	Mrs. 329
Miss 103	

A list of a few top-leaders' script requests possibly indicate the kind of programs most appreciated.

Topic	No. Distributed
Choosing a College	.....119
Shifting Vocational Patterns	.....60
What an Employment Manager Notices	.....49
Youth Faces World Problems, I	.....45
Youth Faces World Problems, II	.....34
Skits—	
Better Trained Home Makers, I	.....43
Better Homes, II	.....37
Writing a Letter for a Job	.....40
Our Unwritten Constitution	.....32
Vocabulary Training and Success	.....23
Cooperative Vocational Training for	
Trade and Industries	.....27
Vocational Opportunities in the South	.....28
Safety in the Home	.....22
The Story of Prehistoric Man in Tennessee	.....22

Seven of these items deal with aspects of vocational training and success; three with current world affairs; three with home life; and one with contemporary archaeological research. All but three were speeches by university professors, two, playlets by university home economics seniors; one, the playlet by the Knoxville High School Masquers Club.

Although the Youth Radio Hour proved to be the most popular series of all the university broadcasts, the analysis of requests for radio script does not provide adequate basis for evaluation of its effectiveness to high schools. Therefore, it is hoped that the state-wide co-operative enterprise in evaluation will provide the criteria for development of worth-while service to youth.

A Drive on Tardiness Pays Dividends

ROBERT F. BLANKENBAKER

Principal, Boonville Junior-Senior High School, Boonville, Missouri

A PROJECT which solicits the co-operation of every single member of a student body, if successfully carried out, will eventually engender a unified loyalty and attitude toward the general objectives that the principal and faculty desire to accomplish.

At the end of the first semester in January, 1938, a survey was made to determine the average number of daily tardies recorded during the school terms since, and including, the first semester in 1934. The findings revealed that the average daily number was 8.3.

The principal regarded this number as excessive for a student body that averaged approximately 475 for the above mentioned time and began the movement to reduce the tardies by publicizing the fact on the daily bulletin. This method brought a reduction. Then in order to make the students more conscious of their responsibility, the problem was presented to the student council. The council, in turn, decided to take the issue before the home rooms, which meet for eight minutes each morning at the beginning of the school day. The guidance director and sponsor of the home room routine committee of the student council conceived the idea of promoting a contest among home rooms within the same class and among classes throughout the school. The committee proceeded to make banners for each class, keep a daily record for the morning bulletin, keep a weekly record of each home room's punctuality, and present the banners to the winning home room each Monday morning. The principal

(Continued on page 344)

Interscholastic Athletic Standards for Boys

CHECK sheets pertaining to important phases of the interscholastic athletic program were sent to school superintendents and administrative directors in the larger cities in all states. One hundred sixty-nine replies were received. With this information as a guide, recommendations were formulated and presented to the City Administrative Directors group at the Atlanta Convention in April, 1938. Although these recommendations were approved by the group attending this convention, it was voted to secure the reaction of all the administrative directors in the larger cities, many of whom were unable to attend. The committee was requested to continue the study. Therefore, it prepared and mailed another check sheet listing definite standards for the conduct of the program.

Superintendents of schools and administrative directors were asked to consider each recommendation carefully and make specific comments when they were in disagreement with it. Eighty-nine superintendents, principals, or city administrative directors replied to the second questionnaire, many of them writing letters containing valuable suggestions and constructive criticisms. This report embodies all the information received from both sets of check sheets.

PHILOSOPHY

Athletics should be an integral part of a program of physical education. Its aims are parallel with those of general education. Educational objectives should be kept foremost. Because of the strong appeal that athletics make to growing youth, the school has an unusual opportunity to develop and strengthen such qualities as loyalty, individual courage, co-operation, courtesy, and good sportsmanship. The public should be interested in high school athletics because it is a part of the school program.

ADMINISTRATION

The relationship of the Board of Education to the athletic program should be the same as its relationship to other phases of the school program. The Board of Education is a legislative body, and as such it should legislate for the proper administration and supervision of athletics as a regular part of the school program. Administration and supervision should be delegated by the superintendent to members of his school staff. General administration and control of the athletic program should be vested in a special committee made up of the principals of all schools concerned and the director of the health and physical education department. It should be the func-

A COMMITTEE REPORT

The Committee on Interscholastic Athletic Standards for Boys was appointed by the City Administrative Directors of the American Association for Health, Physical Education, and Recreation. It possessed no authority to enforce rules or regulations; therefore, it made no attempt to set up arbitrary standards. It has, instead, recorded the general procedures and crystallized the best available thought on certain practices relating to the interscholastic athletics program. During the two-year period in which this study was being made, 258 replies were received and tabulated. The committee has endeavored to present this information in a way that will give the reader a clear picture of the entire study.

It is the hope of the committee that this study may prove of value to those who are responsible for organizing and directing interscholastic athletic programs for boys.

ALFRED O. ANDERSON, St. Louis, Mo.
V. S. BLANCHARD, Detroit, Mich.
LOUIS R. BURNETT, Baltimore, Md.
GROVER W. MUELLER, Philadelphia, Pa.
MARTIN H. TRIEB, Los Angeles, Calif.
FRANKLIN J. GRAY, *Chairman*,
Springfield, Mass.

tion of this committee to formulate general policies and regulations governing all schools. Although each school should observe the general regulations and policies, it should have direct control of its own athletic program.

PLAYER AND TEAM CONTROL

1. *Should there be scholarship requirements for boys taking part in interscholastic athletics?*

Present Practice—81 per cent say "Yes."

The Trend—Is toward the elimination of formal scholastic requirements.

Recommendation—It is recommended that participation in athletics should be on the same basis as participation in any class in the school.

Comment—The reasons for the recommendation are so well stated in a reply received from Homer W. Anderson, Superintendent of Schools in Omaha, Nebraska, that a part of his letter is quoted here:

"We are not very strong for scholastic requirements as commonly interpreted. We believe that participation in athletics should be on the same basis as participation in any class in school. In other words,

the emphasis should be placed on the educational value of participation in athletics, and competition should be a concomitant result giving enjoyment through competition. Some boys who cannot possibly make the grade in our academic high schools and really get very little out of their academic subjects, do get some educational value out of athletics. Therefore, I do not feel that they should be deprived of this opportunity because nature did not endow them with minds adapted to the ordinary high school program. This would do away with much of the camouflage and subterfuge which is participated in by school officials to keep certain star athletes eligible. There is no uniformity in the practice of how this is done, so why not wipe out the formal scholastic requirements and put the education of the boys and the honesty of the school officials on a firm foundation."

If the premises are accepted that athletics possesses educational value, and that this is the fundamental reason why it is justified in a school program, then there can be no sound reason for prohibiting a bonafide student from taking part in interscholastic athletics because he failed to achieve a passing grade in some other phase of the school program.

2. Should postgraduates be eligible?

Present Practice—95 per cent say "No."

The Trend—There is a steadily growing feeling that if postgraduates meet all requirements relating to age, number of years on first team, etc., they should be eligible.

Recommendation—It is recommended that postgraduates should be eligible provided they meet all requirements if the age limit is 19 years or younger.

Comment—If the age limit is 20 or 21, as it is in some schools, there might be a tendency to take postgraduate work for athletics only; furthermore, the age span for the boys competing would be too great for safety and fair competition.

3. Should there be a resident rule?

Present Practice—90 per cent say "Yes." The required period of residence varies from 16 days to 1 year.

The Trend—Is toward requiring residence of sufficient length to prevent proselyting and frequent changing from school to school.

Recommendation—It is recommended that there should be a rule requiring at least three months residence except in instances of "bonafide moving" or transfers approved by the principals of the schools concerned.

Comment—It is important to stop all proselyting and changing of residence solely for athletic purposes. The most effective way to do this is to have a rule requiring residence of such length that there would be no point in trying to proselyte or move for some camouflaged reason.

4. Should distance that teams are permitted to travel be limited, so that overnight trips are not necessary?

Present Practice—70 per cent say "No."

The Trend—Is toward limiting distances so that boys do not need to travel so far that they lose from one to three days of school as a result of each trip.

Recommendation—It is recommended that there should be established for each school or league boundaries or distances beyond which they cannot travel for high school contests.

Comment—No definite recommendations as to distances can be made for all sections of the country. Conditions vary so much as to proximity of towns and cities that it would be impossible for some schools to arrange a schedule unless they traveled considerable distances.

5. Should postseason games be permitted?

Present Practice and Thought—89 per cent say "No."

The Trend—Is toward eliminating all post-season games, including so-called charity contests.

Recommendation—It is recommended that there should be no postseason games of any kind in any sport.

Comment—It is the opinion of many educators that there is no sound reason to support a practice that makes for overemphasis and exploitation. Several persons said they played postseason games but only because of outside pressure. Seventy per cent of the administrators who replied to the questionnaire stated that they permitted no postseason games. The other 19 per cent stated it was not a good practice, but at present they could not eliminate it.

6. Should postseason basketball tournaments be permitted?

Present Practice—70 per cent say "No."

The Trend—Is toward the elimination of state and national tournaments.

Recommendation—It is recommended that there should be no postseason basketball tournaments.

Comment—In some sections of the country, basketball tournaments have a strong hold on both school officials and the public, while in other parts of the country tournaments are not allowed. Some cities do not permit postseason contests except in basketball. Interest in basketball has grown tremendously and the committee does not have data over a long enough period to determine the trend in sectional tournaments. Modified sectional tournaments that are planned as a part of the season would eliminate most of the objectionable features of state and national tournaments.

7. What should be the maximum number of games permitted in the conventional sports?

The following schedule represents the majority opinion as to the maximum number of games that should be permitted:

Baseball	16	Soccer	14
Basketball	18	Swimming	7
Football	7	Tennis	14
Golf	16	Track	7
Ice Hockey	14	Lacrosse	9

The Trend—Is toward limiting seasons by setting up dates; for example:

Football—Sept. 7 to Nov. 25

Basketball—Dec. 1 to April 1

Recommendations—It is recommended that dates should be set for each season and that the number of games which may be played each week should be limited, so that the sport may occupy a sane and rational place in the school program.

8. *Should practice periods be limited?*

Present Practice—54 per cent say "No."

The Trend—Is toward limiting practice, particularly as to when it should begin.

Recommendation—It is recommended that practice should be limited in three ways: (1) the date on which it should begin; (2) the number of hours per day; (3) the number of times per week.

Comment—There are two definite reasons for limiting practice: (1) to safeguard the time and health of the student; (2) to make for fair and friendly competition among teams playing in the same league or the same section of the country.

Here is an example. Team A plays Team B in basketball every year. It is the first game for both schools. Team A starts October 1 to practice. Team B cannot start until November 15. Team A practices six days a week and some evenings. Team B practices three times a week. The point is obvious.

9. *Should football practice be permitted before the opening of school in the fall?*

Present Practice—63 per cent say "No."

The Trend—Is toward prohibiting football practice not only before the opening of school in the fall but in the spring as well.

Recommendation—It is recommended that there should be no football practice either before the opening of the school in the fall or during the spring.

Comment—The objections to the excessive use of time for football are obvious to all those who place foremost a sane, well-balanced physical education program for all the students. It is generally agreed that a team should have at least three weeks of practice before playing a game. The schedule should be so arranged that the first game comes three weeks after the opening of school.

10. *Should coaching be limited to members of the faculty?*

Present Practice—93 per cent say "Yes."

The Trend—For many years there has been a growing practice to appoint teachers in high

school who are qualified to coach, and by this method to place trained educators in charge of all the coaching.

Recommendation—It is recommended that all coaching should be done by members of the faculty.

Comment—The desirability of this procedure is so obvious that no comment is necessary.

11. *Should extra compensation be given to faculty members for coaching?*

Present Practice—93 per cent say "Yes."

The Trend—When physical education teachers coach sports, the general practice is to consider this work a part of their teaching load. Coaching is frequently considered equivalent to two periods of classwork per day.

When academic teachers do the coaching, the usual practice is to reduce the teaching load at least two periods of classwork per day or to pay extra for this service. This remuneration varies from \$100 to \$500.

Recommendation—It is recommended that allowances of some nature should be made for all academic teachers who coach, either by increasing their salaries or reducing their class loads. If physical education teachers coach, this activity should be considered a regular part of their work but allowance should be made in the class load during the time they are coaching.

Comment—With the possible exception of the administrative and disciplinary problems of the principal, coaching requires more nervous energy and presents more problems than any other activity in the curriculum. Therefore, allowance should be made for this important and taxing teaching responsibility.

In many schools the practice of giving the physical director the responsibility of developing a program for the student body, of permitting him to devote all of his time to this work, and of assigning properly qualified academic teachers to coach has proved to be an excellent plan.

12. *Should special yearly medical examinations be required of all athletes?*

Present Practice—95 per cent say "Yes."

The Trend—Is toward giving each athlete a medical check-up before the beginning of each season.

Recommendation—It is recommended that a medical examination at least once a year should be required of all boys before allowing them to participate in interschool contests.

Comment—The practice is so desirable that no comment is necessary.

13. *Should the parents' written permission be secured before permitting a boy to participate?*

Present Practice—80 per cent say "Yes."

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Interpreting the Student Council

INTERPRETING the student council to the school is often a difficult task, and the manner in which it is done depends entirely upon the set-up of the individual school. It would be impossible for me to tell you what your school could do, but by my explaining our methods of interpretation you may receive some helpful suggestions. First, I think it best that you know something about our council and our school.

The Knoxville High School Student Council has grown from an organization of group presidents to a council of ten boys and ten girls elected by the student body to represent their respective classes. This group of twenty boys and girls represents a student body of over two thousand. In addition to the twenty regular members, the president of the council is permitted to appoint ten other outstanding students to assist with the council work. All members are elected during the last six weeks of the term preceding their term of service and are given an intensive course of training in constitution, lost and found, and other departments before they are installed. One secret of our efficiency is that we have two periods each day for council work. About half of our council members work each period.

In order to acquaint the school with the council work we begin with the freshmen. At the first meeting of the freshmen of Knoxville High School the president and vice president of the council make welcoming addresses. After this meeting, council members are present to conduct groups of freshmen around the school.

In the early part of the term the student council has a special chapel for the freshmen. At this time the president of the out-going senior class, or the vice-president of the student council, presents the class colors to a representative of the in-coming class. The assistant principal introduces the officers of the student council and explains the qualifications for these offices. The history of the student council is explained so that the new-comers will take pride in this organization, which has served Knoxville High School for so many years.

Also at this time the chairmen of the different council committees explain their work. The chairman of the monitor department explains the duties and qualifications of the hall and lunchroom monitors and urges that freshmen co-operate with them. The lost and found chairman tells how his department saves the school an average of \$3,000 annually by returning lost articles and books. The club schedule chairman describes the clubs

HELEN PETTY

*Vice President of Student Council,
Knoxville, Tennessee, High School*

which are of special interest to the freshmen and suggests that they join such clubs. The point system chairman explains how points may be earned for extra-curricular activity certificates, which are awarded at graduation to seniors who have earned thirty or more points.

Later in the term we have another chapel for the freshmen. This time we give a play called "A Day with the Council." This play shows especially the work of the lost and found, monitor, point system, and club schedule committees, as these are the committees with which the students most frequently come in contact. A question that is often asked by freshmen is answered at this chapel when a full explanation is given of how a student may run for election to the council.

Another method that we often use for the freshmen is a "Greenie Party." "Greenie" is a freshman. He is kept in a case in the front hall of the school for a few days. On the day of the party, however, Greenie disappears. The freshmen are given clues that lead them to the school library, the ROTC armory, cafeteria, office, study hall, gym, and all other places with which the freshmen should be acquainted. After much searching over the building, they end at the lost and found department. It is only natural that Greenie should be there, because he is "lost." This not only furnishes a good time for the freshmen and the council members, but it shows the freshmen the value of our lost and found department.

The entire student body is always confronted with the work of the monitor squads and usher squads. The monitors are present in the halls every period of every day to guard lockers, exits, and fire escapes. The ushers serve at football games, weekly school movies, and at any other school function at which they are needed.

The club schedule committee has a large bulletin board in the front hall each day. On this board is a list of every club that meets that day and the place of meeting. This publicizes the clubs as well as the council.

We feel that the council should be interpreted to the parents as well as to the students. At one of the parent-teacher meetings the council work and other school activities form the basis for an interesting program. The

(Continued on page 351)

Decorating Your Building for Social Functions

ONE of the most pressing problems confronting the modern high school administrator, principal and activities director is to keep school social functions within bounds and under control. With the return of lobby bars and grills, the trend is definitely to return to the school building with our social functions and make the best of it. This is not always an easy change to make, in view of the fact that many large high schools have patronized country clubs and hostelries with their senior proms and dances. Quite naturally, the cozy roadhouse with floor shows, fancy liquor, and "swing" music now clutter the turnpikes and attract the fastidious youth of our schools.

Resourceful and determined educators must cope with this situation if they are to avoid present difficulties, by displaying their own showmanship and originality in making the school gymnasium, cafeteria or auditorium attractive and appealing to the students and alumni. This can be done effectively with the aid of the home economics department, industrial arts and vocational shops assisting in the design and construction of many attractive decorations and novelties that will make your school dance the much-talked-about event of the season.

The writers of this article, having taken an active part in school and faculty social activities for several years, submit the following novelties and lighting effects, and recommend their use as a means of enlivening the surroundings to suit the tempo of the occasion. We have found that student participation in the planning, construction, and decorating of these projects is one of the most genuine fac-

F. J. COYTE AND E. E. OHLSON

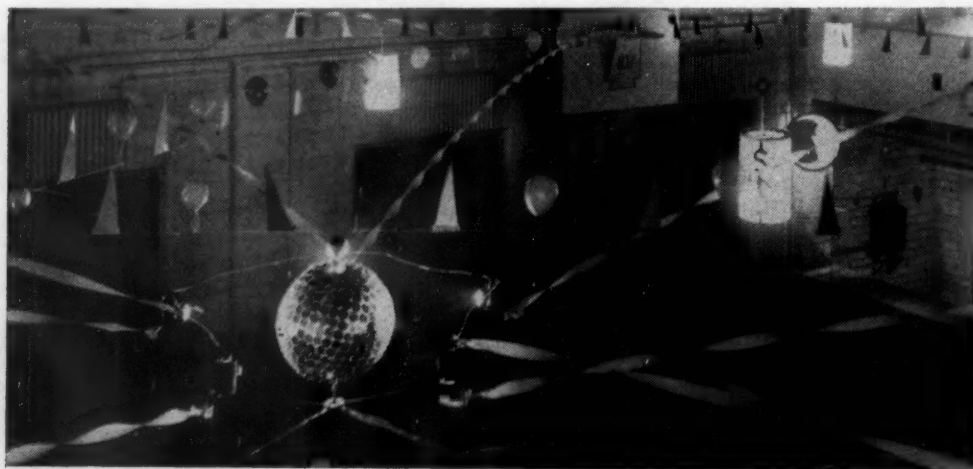
C. B. Connelley Vocational High School,
Pittsburgh, Pennsylvania

tors in the success of social enterprises. It may require several semesters to accumulate an assortment of decorative lights and accessories, but it will be well worth-while. Considerable overhead can be eliminated by using the school plant facilities, and a greater number of students should be able to participate, due to the general reduction of expenses.

The following novelties, lighting effects and decorations have been used effectively. Their cost is surprisingly low.

1. Decorative Lanterns

The circular ends are cut from sheets of $\frac{1}{2}$ -inch beaver board, and the outer edge covered with lemon-colored tympan paper used in the school print shop. Large thumb tacks are used to hold the paper to the sides. A lamp socket with extension cord of proper length is connected through the top section, and the bottom circle is covered with colored cellophane so that the irregular light pattern will be reflected on the dance floor. Crepe paper should be used as trim. The lower edge and cardboard silhouettes of school letters may be fastened to the sides as shown. The school year numerals may be lettered and displayed on diamond-shaped cards hung from bottoms of the lanterns, supported with light wood sticks. Lanterns of this size should be hung 10 feet above the floor. This lantern can be easily dismantled and stored away in cartons for future use. A 100-watt bulb will produce



Decorative Lights in the Gym

ample light. Holes for ventilation should be provided in the top.

2. Decorative Revolving Ball

The decorative revolving ball is 24 inches in diameter and has 500 circular mirrors 1½ inches in diameter mounted on the surface. The ball was built up, using paper strips and glue. The strips, 2 inches wide and 8 to 10 inches long, were cut from old magazines.

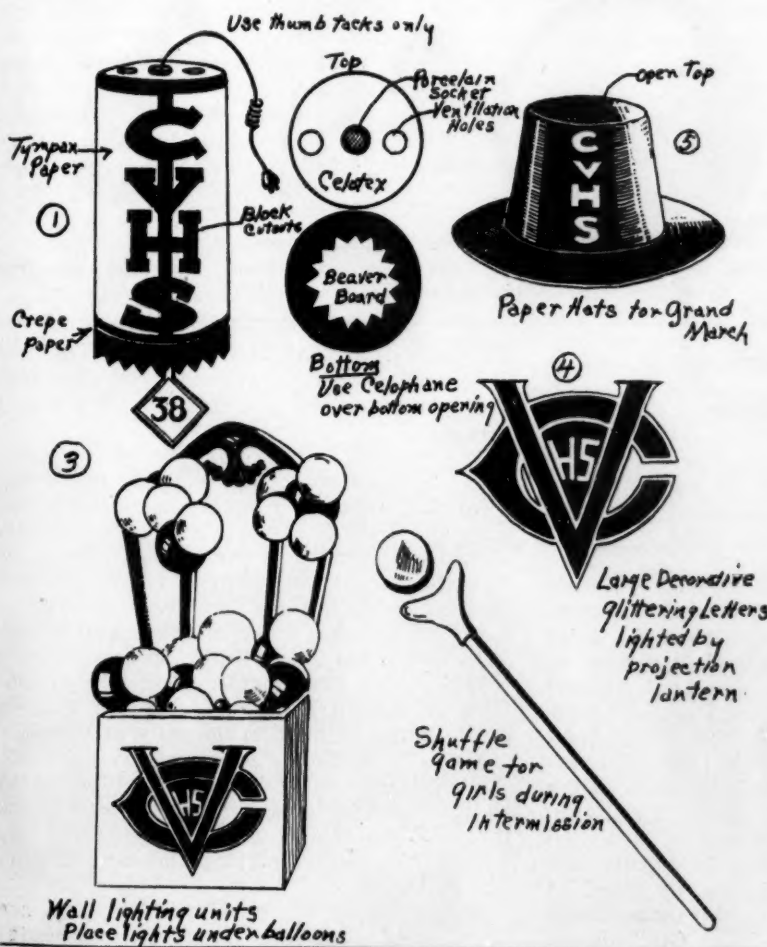
The ball was first made in two halves, each half being moulded over the outside surface of a large steel (half sphere) mixing bowl. The bowl was first coated with wax to prevent adhesion to the metal surface. Strips of paper, dipped in liquid glue, were laid on in a criss-cross manner so that the contour of the bowl could be followed and each strip interlocking to form a solid surface ¾-inch thick. Each half-sphere was allowed to dry on the form for several days, and was removed by heating the bowl on the inside to release the wax. After the two halves had dried sufficiently, the edges were trimmed, matched, and joined together by placing a thin sheet metal

strip 2 inches wide around the inside edge, and fastening both halves to the strip with flat-headed machine screws. A ¼ inch threaded pipe shaft was inserted through the center axis, with flanges on the outer surfaces. The mirrors were fastened to the surface with individual pieces of bright tin screwed to the shell and held in place by crimping the edges over the glass mirrors. A small 110 V. A.C. motor, geared to turn at 2 R.P.M. was used to revolve the ball. The four spotlights were mounted in tin cans, equipped with glass reflectors, and covered with colored cellophane. The lamps used are 32-volt railway locomotive headlight bulbs, connected four in series to a 110 V. line. The spotlights are supported on a pipe frame-work assembly, each lamp spaced 3 feet from the surface of the ball. When the ball revolves, many colored spots are projected from the mirrors to the walls, ceiling and floor. Four projection lanterns or spotlights of different colors hung on the side-walls can be used instead of the special pipe frame-work. The motor-

driven feature may be eliminated and a series of pulleys and cords can be arranged for manual operation. This project is well worth the time and effort expended, and is one of the most attractive lighting units that a school shop can build.

3. Decorative Floor Lighting Unit

This floor lighting unit is built of beaver board and old plywood cases, decorated with aluminum paint, and trimmed in black. The back was cut from standard 4x8 foot beaver board to form a leaf pattern or modernistic design. The lower base was built with beaver board and plywood. Inflated balloons should be fastened in clusters to the back surface and piled over the top of the box. Electric lights are mounted in large, well-ventilated tin cans, covered with colored cellophane taps, and placed under the balloons. A small electric fan was used to agitate the balloons, giving the im-



pression of changing colors. The back and front sections are held together with small screen hooks, and the back was reinforced with wood battens to keep it from bending out of shape. Wood battens should be nailed around the inner edges of the sides and front to make them rigid. This unit can be dismantled for use on subsequent occasions.

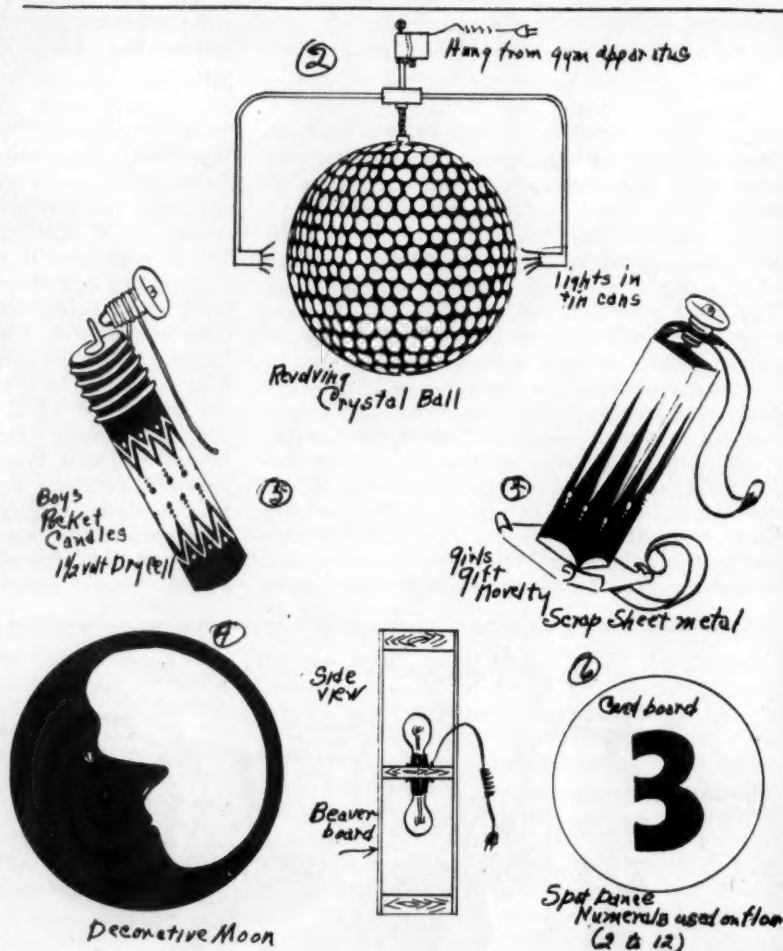
4. Decorative Moon and School Emblem

The moon is cut out of beaver board, and the transparent opening covered with tympan paper similar to the lanterns. The back is also of beaver board or plywood, and the front and back should be spaced about 6 inches apart, with several wood blocks. Several large ventilation holes should be cut in the back. The outer edge can be covered with transparent paper, which will improve the general appearance. Two light receptacles, connected parallel, are fastened to the center wood block, and a long cord is connected to the lights.

The enlarged school emblem is cut out of beaver board and painted in school colors. Cut metal or art glass can be glued on the surface around the edge of the letters to give it a dazzling appearance. A school projection lantern will supply sufficient light.

5. Gift Novelties

The lapel lights can be assembled very easily. The wire used is No. 12 enameled copper. A round rod, slightly smaller than the outer diameter of the small dry cell, was used as a mandrel, and the wire was bent up and around to form threads for the flashlight bulb. The end of the wire terminating at the light is then bent down to form a lapel clip fastener. A small piece of tin is soldered to the center electrode, to form a contact for the tip end of the small flashlight bulb. The cell voltage is rated at one-and-a-half volts, and the small flashlight cell is usually rated at one-and-three-tenths volts. An appropriate dance number entitled "Lights Out" should be played when the lights are used. Remove



the paper insulation at top of small cell, and also remove enamel insulation with sandpaper, where contacts are made at the cell and threads.

The electric candles may be given to the girls. The square center column is formed from flat tin over a square template of the same diameter as the cell, and soldering ears should be provided at the bottom. The paper insulation must be removed from each cell before assembling the candles. Contact is made by pressing down on the metal thumb strip that holds the flashlight bulb.

White and black paper hats can be cut from cardboard as shown, and the insignia of the school printed on the sides of each hat.

6. Dance Accessories

Numbered cardboard circles can be placed on the floor for spot, or stop, dances. If the throw-of-the-dice is used to determine the winner, the circles must be numbered from two to twelve.

Shuffle board can be played on the dance floor, using chalk lines on the floor to designate the distance.

Does Your School Have a Pep Specialist?

IN THOSE schools in which the pep technique has been more highly developed, we find that the students have discovered and have fully utilized certain adults who have become specialists in the development and the maintenance of a lively school spirit. These pep specialists are generally recruited from the school organization. They have found happiness in being able to step from behind the fault-hiding cloak of dignity and appeal to the young people as real human beings. All of the pep specialists are talented people. Each one has a keen sense of humor and the necessary sense of proportion. They recognize the school rally as an opportunity not for personal glory but for real living on the part of the students. They do not "hog the show" but work in such a way that students plan, take charge of, and completely run the school's pep activities. These adult pepsters merely appear on the programs. They are guidance specialists in social attitudes and ideals. They attempt to provide the educational activity presented in the pep situation with a proper balance between collective insanity and complete living. The pep specialist in the modern school must be an excellent speaker, a student of human nature, and a person who is aware of the pep assembly's social possibilities.

Every school administrator should be more or less skilled as a pep leader. He is responsible for the general morale of his students, teachers, and patrons. A good pep talk at the proper time may help to make his school a better working unit. He is in a position to fire the student body with enthusiasm by his pep talks and his eagerness even to take off his coat and lead a raise-the-roof yell for the team. A peppy principal can gain wholehearted support for a school project in any community. Pep leading ability can give to the live principal a firm grasp on his whole school.

A good athletic coach who can see his job as that of more than winning games will fit naturally into the task of a pep specialist. Many coaches with more than coaching ability are thrilling the nation's youth with their pep leadership. The pep talks of the coach made for the sake of winning a few contests can also serve to further the more important social aims of education. The coach should see the whole educational program. He should realize fully that he is building character in many, not just athletic ability in a few. One way for the coach to "play ball" with the major social objectives of the total educational program is for him to learn the knack of mak-

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ing good booster talks to the whole student body. His get-in-there-and-fight spasms which he renders in the dressing rooms are more often made to win games than to build character among the boys. Personal glory is too often visible as it peeks from behind the curtain, with chatter usually delivered by the climbing coach. The coaching educator must fortify his talks with good social philosophy. The educating coach must give to all the boys and girls of his school the finer social experiences he has at his command due to his inherited position in the booster assembly situation. Every coach should be somewhat of a pep specialist.

The pep specialist within the school, whether principal, coach, dean, teacher, or even janitor, needs to present to the boys and girls a good battery of leadership traits. His proteges look to him for social inspiration. School trustees should see to it that every school is supplied with one or more of this newer type of educator. Each school has a right to demand the services of an expert continually at work on its morale.

Professor Jasper Cragwell of Wabash College served as the ideal pep specialist of this little college of men until ill health forced his retirement. His greatest happiness as a teacher came from those opportunities in which he stood before the Wabash student body and delivered masterpieces of social adjustment in the form of pep talks. It has been said of "Craggy":

Ingalls Field has seen great stars, Scarlet teams have won renown throughout athletics, the Little Giant name has been synonymous with fame and achievement. But when we pause to call back into our memory those stars of yesterday, one face crowds all others out. Not an athlete, but dearer to Wabash men than any team, coach or building, perhaps dearer than Wabash itself, stands one man—Craggy. No man has ever done more to foster Wabash spirit, fight, sportsmanship than Professor Cragwell. Men may come and men may go but Craggy goes on forever.

This professor of mathematics might well be emulated by all educators who feel that they can give to their school what "Craggy" has given as a pep specialist to the school spirit of this small Indiana college.

The pep specialist as an educator will re-

ceive as a result of his efforts an unmeasurable reward of pupil confidence. He will find extreme happiness in his chosen profession. The enthusiasm he puts into his pep work will return to enrichen his whole life.

AN EXAMPLE OF PEP SPEAKING *Ka-Plunk*

This is an effective story in the pep situation because it calls for a great many listener responses. There are five characters in the story, and at the mention of any one of them the audience gives certain responses. The grouchy king is greeted with a *Grrrr*. The thin daughter calls for a *whistle*. For the fat daughter they all say *Ka-Plunk*. The beautiful daughter brings forth an affected *Ahh*, and the handsome prince gets an *Ohh*. For the fiery steed they *patter* by slapping the upper part of their thighs. After drilling the audience in these responses the pep speaker begins the story, giving a signal for the proper timing of the sound effects.

Once upon a time—moreover, notwithstanding, on the other hand, nevertheless—many, many, many long years ago, there lived in the alley of the Echo a very grouchy king (*grr*). He had—that is, before the last depression—a swell joint. He had flowers, dragons, armors, Swifts, Sears and Roebuck—chariots, ter-
raplanes, amphibians, aquariums and carnations. He had chassisses, bussesses and laryngitis. He also had three daughters. The oldest one was very thin (*whistle*). The second daughter was what you would call heavy (*ka-plunk*). And the youngest—she was some baby. She was very beautiful (*ahh*). The grouchy king (*grr*) spent all his leisure time watching his three daughters. He had to keep the circus people away from the thin daughter (*whistle*). He had to keep the horse-flies away from the fat daughter (*ka-plunk*). And, of course, he had to keep the senior boys away from his fair one (*ahh*). Across the valley in the shadow of the moon lived a handsome prince (*ohh*). He had a horse, a fiery steed (*patter*). One day his slaves bent the horse's knees so the prince (*ohh*) could mount and away he shuffled to the shanty of the grouchy king (*grr*). It was the king's turn to give away one of his precious daughters. So the wicked king (*grr*) first called out the thin one (*whistle*). The prince (*ohh*) took one look and then he shook. "Not for me-th," he quoth. Then out rolled the heavyweight (*ka-plunk*). The prince (*ohh*) fell off his horse and the horse laughed (*patter*). "Thrice no and re-double," said the prince (*ohh*). "That is all I have," retorted the stingy king (*grr*). He was holding out. The prince (*ohh*) took down his hair and raved. Suddenly the prince (*ohh*) looked skyward and behold—he visioned from yon balcony the beautiful daughter (*ahh*). She smiled (*ahh*). He smiled (*ohh*). The horse jittered (*patter*). The thin daughter

fell flat (*whistle*). The fat daughter fell flatter (*ka-plunk*). The king felt flattest (*grr*). Then in order to end this mad and sudden romance, the prince (*ohh*) mounted the jittery steed (*patter*) and rode up to the balcony. The beautiful one (*ahh*) made a swan dive and landed in his arms (*ohh*). The horse (*patter*) stumbled and fell—the load was too much for him. Thus endeth the story of the bad king (*grr*) with the thin daughter (*whistle*), the fat daughter (*ka-plunk*), the beautiful daughter (*ahh*) who fell for the handsome prince (*ohh*) who had a weak horse (*patter*).

This story should be immediately tied up with the situation by telling in the same fashion an athletic story with characters which call for similar responses.

Willie and Tillie—the Garbage Bears

(This is a humorous bear story that will give to any group of boys and girls delightful social experiences.)

Football players make the best ice men, school teachers make the best janitors, but when we want garbage men we have to go beyond the human species and call for help from the lower and sometimes wiser animals, especially the bears. Bears—those large, woolly child-scaring creatures which creep around on their forefathers (I mean four paws); bears—the thoughts of which make cold shivers run up and down the spinal columns of all us uprighteous people; bears—with claws as sharp as a fullback in an English class; bears—with huge bulging biceps hidden beneath rolls of fat and fur; bears—who never pause when swinging their paws because their claws like to cause you to go to sleep; bears—make the best garbage men.

Last year, alone, the National Park Service engaged several thousand bears to take care of the garbage which is scraped off the plates of fastidious eaters. Go into any National Park and you will find that wherever there are human beings there (are) garbage. Every hotel, every camp has its own garbage pit, and every garbage pit has its bear. It is the duty of this bear to slip down into the pit, pitch out all the tin cans, run all the bones, and gobble up, as only bears and pigs can gobble, every bit of every bite that you and I do not choose to chew. (That was a mouth full.)

This story concerns a bear who was hired by the government to take care of the garbage of a road crew camp in Glacier National Park, Montana. This particular camp was located at the bobby-pin bend on the most gorgeous mountain road in the world—the Goin'-to-the-Sun Highway. At the foot of the camp we find Mineral Creek rushing on to the Pacific. West of the camp rises beautiful Heaven's Peak with its shining snow patches ready to usher you through the pearly gates. The

(Continued on page 339)

Graduations with a Sparkle

(Concluded from last month)

THE lighting of the stage is a very important element of one of these programs, and is responsible, along with the set, for producing much of the beauty of the scene. Colored lighting is always used on the set, blue or violet, or combinations being found the most effective for the general wash, with blue at the top of the list. Blue is suggested since it tends to smooth out the defects of a cheap set, gives an appearance of distance in a small auditorium, and perhaps because of its resemblance to moonlight, casts an aura of romance over the whole scene.

This color is bathed over the set with flood lights from the wings, at the top of the set, or from the booth in the back of the auditorium. Overhead lights on the stage, covered with colored cellophane or gelatin, if regular flood lighting borders are not available, may be used for this purpose also. Colored lamps in the footlight trough may be used, too, although they tend to cast bad shadows to the rear.

As a matter of fact the whole matter of shadows has to be carefully considered in lighting up the stage. Sometimes certain shadows can add to the attractiveness of the set, but in other places they may mar its general effect. Lights must be dimmed, brightened, or rearranged to deepen or cut out shadows as desired.

Spotlights set on the front of the balcony, or a ceiling beam or on the side walls of the auditorium, can also bathe the set in color if the lenses are set wide, care being used to keep the color from splashing on the front of the auditorium. Spotlights are sometimes necessary, also, to light up the faces of the graduates, since colored light cuts down the visibility a great deal. Powerful spots may be set at an angle, as from a balcony front or beam, so that the light comes down on the graduates and does not splash onto the set.

The beauty of the stage is enhanced by the use of color contrasts, using proper color combinations. Individual colored globes, preferably red or purple for a set washed in blue, placed in recesses at a number of focal points determined by the design of the set may be used for this purpose also.

To summarize, the main points to be considered for lighting are: (1) a colored wash over the whole set, preferably blue, (2) a few contrasting colors to add to the appearance of the set, and (3) visibility for the faces of the graduates or others on the stage. It should be carried in mind at all times, too, that it is better to err on the side of simplicity than to

ARTHUR G. BUTZBACH

Principal, Lower Lake Union High
School, Lower Lake, California

dress a stage up like a Christmas tree. Simplicity is practiced by trained artists, and it is even more important that amateurs should bear it in mind when trying to produce artistic effects.

To save discouragement, mention needs to be made of the fact that while spotlights and flood lights are a big help in dressing up a stage, much can be done with whatever may be around. Lower Lake Union High School started with only a footlight trough, a row of overheads, and an old motion picture machine that could be used as a spotlight; yet, with ingenuity, some very creditable results were secured. Most schools need much more in the way of lighting equipment, however, for all types of dramatic and musical activities, and a good commencement program is a better reason than some others for purchasing the equipment needed.

Immediately after the theme is selected, the design of the set is started. This may be done entirely by the art department, particularly if stage design is a part of the work of the school. However, since considerable skill in design is needed to produce an effective set, it may be found that students are not available who are sufficiently advanced to produce the effect desired. If this is the case, many good ideas can be secured from the illustrations in books and magazines on stage design. A set may be synthesized from a number of different ideas secured in this manner.

In several instances Lower Lake Union High School has found that sets designed for the production of Shakespeare's *Hamlet* could be readily adapted as commencement backgrounds. Sets designed for other plays by Shakespeare also offer possibilities. The background of the set used in May, 1939, was adapted from a set designed for Paul Green's "The Field God." The foreground (since a contrast was desired between gloomy background and cheerful foreground) was adapted from a cheerful looking drinking fountain at the San Francisco Fair.

Another set used at Lower Lake several years ago was designed to produce the effect of a church, with both interior and exterior features becoming part of the design. The most striking thing about this set was its lighted Gothic windows, with imitation stained glass, set between massive pillars.

Smaller pillars with arches between were

used with still another set. The approach to the platform was by means of specially constructed stairs placed at the front of the stage. (Stairs of various designs, and mounting over the front of the stage, are used with most of these sets.) The design of the stairs for this particular set was adapted from a musical comedy set.

The main consideration in the selection of the design for the stage is that the set should emphasize the theme, either because of the effect which it produces, or directly because of the nature of its construction. The set must also be beautiful in itself, since dignity and solemnity cannot be achieved before an ugly background.

It might be supposed that the construction of these sets is an expensive business, but that is not the case. Although an entirely new set is built each year, and destroyed after the commencement, yet, because cheap materials are used, the expense is relatively low. Ordinary wrapping paper over a light framework of wood, calsomined over in the color desired, and the whole thing bathed in soft colored light produces all the effects that are needed. Since a great deal can be done with colored light, as indicated, the effects are not cheap in appearance at all.

Columns can be built from laths or slats tacked around discs of wood, as large in diameter as the size of the pillar desired. These are covered with wrapping paper (purchased in large rolls) and calsomined, preferably light gray. These columns have a realistic, stone-like appearance. If the slats are left about an inch apart, a fluted column will result, since the calsomine shrinks the paper into the spaces between the slats. This effect can be increased by creasing the paper along the edges of the slats.

"Stone" walls can be built with calsomined wrapping paper, over a light framework. To get a realistic effect for such a wall it is necessary to paint "stones" over the gray background. One does not have to be an artist to do this since soft light will hide many defects. Students in the art classes can very easily take care of this.

Crepe paper can also be used over a framework, and thumb-tacked on in the same manner as for wrapping paper. (Thumb tacks must be dulled with calsomine since the heads would reflect light.) Crepe paper can best be used to produce modernistic design over a background of a lighter color.

These walls, columns, or other designs can best be used against the background of a stage hung with light draperies. Light draperies pick up colored light readily and also blend with the other parts of the set. Monks-cloth draperies can be purchased quite cheaply if these are not already on hand.

In addition to the stage itself, the wall space

at the front of the auditorium, and to the right and left of the stage, may also be used occasionally. Wrapping paper thumb-tacked to these walls and painted as a rock will blend into and emphasize a set having "stone" construction.

If wide stairs are built at the front of the stage, two inch planks should be used since one inch boards are apt to creak and rattle when walked upon. Even the planks must be tacked down lightly, however. The stairs, like the columns, walls, arches, etc., are covered with wrapping paper and calsomined a light gray or tan so as to resemble stone. The design of the stairs has been changed at Lower Lake Union High School each year to fit the set.

Since these stairs cannot be hidden by drawing the curtain, it is best to use lights in the rear of the auditorium to light the way for the people coming into the exercises. In this way the full effect of the set will be received only as the curtain is drawn, and will not have been spoiled by earlier inspection of a part of it. Flood lights at the front of the auditorium and turned back slightly toward the audience will also make it difficult for the people to see exposed parts of the set before the program opens.

It may not seem possible to produce a beautiful effect by means of cheap sets constructed in this manner; however, it is the combination of the set and the light which brings the result. The set is used only once and does not have to be strong. Reasonable care in practice will preserve the set undamaged for graduation night. If the calsomine on the stairs or other parts has been smudged this can easily be touched up with more calsomine. Part of the set can even be left without calsomine until after practice is completed.

It has not been possible to discuss all of the details involved in one of these programs, nor has it been possible to give a completely clear picture of the programs themselves. Especially is this true since this type of commencement is still being developed in Lower Lake Union High School, and will probably undergo further changes as time goes on. Originality of approach probably has more to do with producing a stimulating commencement than does anything else, even if that originality consists only in the synthesis of ideas gathered elsewhere. On that account even a definite formula for producing a program may become trite after a time and require additional change. However, with the possibilities presented by stage lighting and design, and with the wide scope made possible by symbolic treatment, it should be possible to work out a wide variety of beautiful programs, and to leave the center of the stage open in the traditional manner for the honoring of graduates.

'Westy Wildcat'--a Mimeographed Newspaper

THE Westmoreland Rural High School has published a bi-weekly paper for nine years. Originally this paper was named *The Wildcat*. The Commercial Department gathered the news and did the mimeographing. In the fall of 1936 a class in journalism was organized. This class prepared the stories and solicited the merchants for advertising. They also planned the layout of the paper. The commercial department continued to cut the stencils and run the paper. The name was changed to *Westy Wildcat*. The cut shows how the masthead appeared at that time and illustrates the style that is used at present. (Illustration 1).

The next year the journalism class assumed full responsibility for the paper and since that time the students of that class have done all the work in connection with it. From an administrative viewpoint it is very desirable to have all the work delegated to one class and teacher. The experience at Westmoreland indicates that best results can be obtained when journalism is made a senior elective subject. Students who enroll in the class are expected to have done above average work in junior English and to have had one year of typing.

The *Westy Wildcat* performs many services which justify its existence. Its most important function is to present to the students, patrons, and community the news of the school. Another important function is to provide an opportunity for creative writing. Too much English work is of a more or less dull, drill type. A news story, an editorial, or a column provides worth-while motivation for written English. Many other values arise incidentally. Among these are experience in stencil cutting on the typewriter and mimeoscope, and use of the mimeograph. The contacts which the students make when they solicit advertising are also valuable.

There are many satisfactory duplicators on the market. One who contemplates buying will do well to ask for the privilege of a demonstration period sufficiently long to enable the pupils to get out an issue of the paper. In general the open type cylinder appears to be more economical of ink in the small school where the runs are short and the machine is not used every day.

The quality of the stencil used has more to do with the final appearance of the finished product than one may realize. Over a period of five years at least six types of stencils have been tried. Without exception no cheap stencil has been found satisfactory. Stencils selling from \$1.75 to \$2.50 have been found to be good for the money but not equal to the sten-

VICTOR P. MOREY

Principal, Westmoreland Rural High School, Westmoreland, Kansas

cils costing from \$3.00 to \$3.50 per quire. In order to insure uniformity only the best grade stencil is now used here.

Ink is another product in which price often appeals to the administrator who wishes to be thrifty. The cheap ink usually indicates its quality by leaving a grease stain around each letter.

The school newspaper may have two or three columns. The three column paper permits more variation in style but if the pica type is used only a few words can be written on each line. Spacing and syllabification become more serious problems. The *Westy Wildcat* uses a two column 33 space line. The lines are justified. In a justified line the unused space at the end of a line is distributed in such a way that the two edges of the column will be even, as in printed matter. This adds to the neatness and beauty of the finished paper. It is well worth the extra work. A cardboard guide can be used in counting the spaces in a story. For example, if one word ends on the thirtieth space and the next one is long, then three of the words would be two spaces apart in that line. Of course the words may be divided at a syllable but one space must be allowed for the hyphen. Sometimes if an extra space is needed to complete a word the spacing following punctuation marks is crowded and an extra space or two gained. The illustration shows how a guide card can be made. (Illustration 2).

Several qualities of paper have been used for stock. At first ordinary newsprint was used. This paper is fairly satisfactory and is the cheapest obtainable. It has the disadvantage of being cheap in appearance and not as neat as a clear white stock. Later a 20 lb. mimeograph stock was used. This produced a neat clean cut paper but was not quite heavy enough to absorb the ink without its showing through when it was printed on both sides. Finally a 24 lb. mimeograph stock was secured. This weight combines clearness with sufficient absorbent quality to keep the ink from showing through on the other side. This heavy weight paper is purchased in reams 11x17 inches. When it is folded, it gives a newspaper style paper the size of a regular typewriter sheet of paper. It is necessary to hand feed the folded paper but the appearance is superior to the paper when the 8½x11 inch

sheets were used and the paper had to be stapled together.

At first the advertisements were usually placed in a block on the back page. This was convenient for the student who set up the ads, but the paper did not appear well balanced. Accordingly the plan was changed, and some ads were placed on all pages except the first. The ads are more effective and the paper is now more attractive. An effort is made to secure ads large enough that some illustrations may be used. In some cases the trade mark of a product is used to illustrate the advertisement. Lettering guides are used to cut the firm name.

The *Westy Wildcat* pays its way. Advertising is sold at the rate of ten cents a column inch. The average issue carries around 20 inches of advertising. Special issues run much more than this. The Christmas number is usually run in red and green in addition to black. Arrangements are made to run an advertisement of a half page or more in color. A year ago 89 inches of advertising appeared in the 16 page Christmas issue. Special rates are given for the larger ads.

The subscription rate is 40 cents a year. All students are encouraged to subscribe to the paper and to participate in other extra-curricular activities. To this end a student activity ticket is sold for \$1.00 for the year. Twenty cents of this is apportioned to the school paper.

The following schedule shows a minimum income and expense list for one semester.

INCOME	
Advertising	\$18.00
Subscriptions	6.50
Total Income	\$24.50
EXPENSE	
5 Reams Paper	\$ 6.75
4 Quires Stencils	13.00

WESTMORELAND RURAL HIGH SCHOOL WESTY WILDCAT

PUBLISHED BY HIGH SCHOOL JOURNALISM CLASS
WESTMORELAND, KANSAS

No. 14

March 26, 1937

STUDENTS TO COMPETE
IN MANY ACTIVITIES AT
ST. MARYS COMMERCIAL MEET

Many of the high school students will attend the Commercial Meet at St. Marys, April 9, where

GIRLS' AND BOYS' OPERETTAS GIVEN TWICE
IN HIGH SCHOOL AUDITORIUM

"Margie Goes Modern," and "Freshies," one-act operettas by Carrington, were presented for

WESTY WILDCAT

Published by Westmoreland Journalism Class

Vol. 9

January 19, 1940

Num. 10

KANSAS SOON TO
CELEBRATE 79
BIRTHDAY

by EUGENE HILL

Few states have had as interesting and colorful history as Kansas. January 29, which is



G.R. HEARSTALK
ON CONFERENCE

Dorothy Jean Grutzmacher and Leslee Jeanette Smith concluded the talks which were given about the G.R. conference in Clay Center, December 15-17, at a meeting in G. R. Thursday. Dorothy Jean told about

Postage on Exchanges	2.00
Correction Fluid . . . . .	.70

Total Expense \$22.45

Whenever a sufficient balance is built up, additional equipment such as lettering guides, styli, or shading screens are purchased. One year the balance was combined with the profit from a mimeographed annual, and a microscope was purchased.

The experience at Westmoreland indicates that the average small high school can publish a school newspaper that will perform a valuable service in the school and community.



ILLUSTRATION II—A COUNTING GUIDE

Can We Conduct High School Field Events Safely?

HOWARD G. RICHARDSON

*Director of Physical Education, High School,
Ridgewood, New Jersey*

THE world of today is not the world of yesterday. There have been certain changes in the life and attitudes of our civilization which we must recognize and accept. These definite changes may upset our thoughts and ideas and may make necessary changes in our program seem radical.

The world is passing through a transitory stage. Until it stabilizes itself, we must keep an open mind, be willing to look at all sides of a question in order to effect the best solution.

With this thought in mind, let us examine our track program. If it is not suitable for our present set-up, why not make changes so that it will be satisfactory? Of course some individuals will not want to consider the question, and may say that there is no need for change, but let us consider the facts of the problem.

Most high schools do not have adequate play space today, and perhaps may have less in the future. This was not the case in the past, for high schools had space to spare and the programs which required it could be properly conducted. We know that certain field events require considerable field space in order to be conducted safely. If ample space is not available to conduct an event properly, the only sensible thing to do is to cut out the objectionable part of the program and to substitute a program which is suitable to the needs and facilities. Why do we hesitate to do this? Why do we burden ourselves with a program which may be obsolete, and which may be difficult to properly supervise?

If some boy or girl in your school should be accidentally struck by a flying javelin, discus or shot put, would you be willing to accept the responsibility? Could you excuse yourself of all responsibility for the accident on the ground that the school does not have enough play space? It is more likely that you will be criticized for allowing a program to be conducted which did not have proper facilities. Suppose you have allowed proper space requirements for these field events, but had to cut the space allotted for the boys or girls intramural program to do so, thinking this solved the problem. We know that it is often easy to sidetrack an intramural program in favor of a varsity program because a school should conduct them. A track program may be made which is suitable to the needs and

facilities of the school by deleting the objectionable field events.

The shot put, discus and javelin throw are dangerous activities on any public or school athletic field. Coaches realize these dangers, and most of them have tried to take precautions so that no accident will occur. However, it is almost impossible for a track coach to supervise all track activities at once, and it is unfair to hold him responsible for any accident which may occur during a track practice. In attempting to solve the problem coaches have tried a time schedule for field events practice, or a practice held very late in the afternoon. From a safety angle this is a step in the right direction, but it does not eliminate the possibility of an accident. A school athletic field always attracts children no matter what time a coach might hold his field practice. Furthermore, we know that high school track athletes in the shot put, discus and javelin throw events do not always control their throw, however good their efforts might be to do so. Therefore there will always be the possibility of injury and accidents, as long as we have these dangerous field events on our high school fields. Furthermore, we can substitute interesting track events for these objectionable field events, and the program will be just as interesting. In fact if relay events are used instead of the field events suggested to be eliminated, the program will be more practical and more sensible.

Field events in track are long drawn out contests even when conducted properly, and in most high school competition these events are often boring to spectators. If a high school track meet can be run off in an hour or an hour and one quarter, this alone is worthy of concern. When relays are used instead of the shot, discus and javelin throwing, a meet can be run off easily within the suggested time. A track meet with the new suggested events will encourage a larger track squad of boys working together. Heretofore our field events are individualized competition while relays tend to develop team play and group competition. Relay competition is always challenging to contestants and spectators, and a track program with this type of competition in place of the shot, discus and javelin is not only more interesting, but safer and more practical. Why not try this modified track program at your school? If you do there will be no question about "Can we conduct high school field events safely?"

"You may be whatever you resolve to be. Determine to be something in the world, and you will be something. 'I cannot' never accomplished anything; 'I will try' has wrought wonders."—J. Hawes.

News Notes and Comments

April Front Cover

Nogales, Arizona, High School drum and bugle corps and drill team at the Golden Gate Exposition on Treasure Island in San Francisco; Marysville, Kansas, High School glee clubs; choral club of Southwest Texas State Teachers College, San Marcos, Texas.

The Institute for Consumer Education extends a cordial invitation to you to spend the first three days of April at the second National Conference on Consumer Education, at Stephens College in Columbia, Missouri.

The subject of the conference this year is "Making Consumer Education Effective." The object is purely educational. No resolutions will be passed. An even larger proportion than last year of the conference time is to be devoted to general discussion and informal round tables. In addition a comprehensive exhibit of materials in the field is being prepared for display.

A \$4,000 scholarship in electrical and radio engineering, designed and approved by well known educators and engineers, has just been announced by RCA to the principals of 17,000 high schools throughout the country.

State Championships

Recent action of the school administrators in Illinois and other states indicates a trend toward a reduction of emphasis on state championship contests. Several states have already eliminated state championships in basketball. These include California, Delaware, Maryland and New York. Michigan divides competition into Upper and Lower Peninsula groups in four classes. There is some agitation for similar action in many of the other states.—*Illinois High School Athlete*.

Schools are invited to submit action photographs for use on the cover pages of *School Activities*. The photographs will be returned in good condition.

Golden Gate Exposition

If you owned the lamp of Aladdin, you wouldn't be able to conjure up a magic city to compare with the Golden Gate International Exposition of 1940, which opens on Treasure Island in San Francisco Bay on May 25th.

It is a streamlined affair. Preserving all the beauty and spectacular color of the 1939

display, it has many added features which make it an entirely new production, more brilliant, more entertaining, more fascinating than the Exposition of 1939.

Football for Girls

An editorial in the *Journal of Health and Physical Education* shows alarm over the spread of the movement for girls' football. It says: "Stop woman's football in every way you can. Do not give it a chance to grow."

"In a questionnaire sent to 1,600 people asking them to name the subjects in school which they wished they had taken but didn't, speech headed the list."—*Interscholastic Leaguer*.

The *Congressional Digest* (August-September, 1935 issue) is devoted to the following query: "Should America adopt a system of Socialized Medicine?" Arguments pro and con are given from authoritative sources.

Short-cut to fame as a public speaker is suggested by an advertisement which recently came to our attention. "We write speeches," the advertisement announces, "and papers, etc., on all subjects and for all occasions." Just what the "etc." represents is not disclosed. Moreover, these speeches, papers, etc., are turned out instant—within 24 hours." The prospect is invited to join "our many thousands of delighted clients." The only requirement of the client is that he simply name his subject, indicate points he wishes stressed, and specify length, remitting at the rate of about ten cents per inch for double-spaced manuscript. The same offer is made to preachers for sermons on any text in the Bible with no advance in prices over those charged for purely profane material.—*Editorial in Interscholastic Leaguer*.

"The power that is supported by force alone will have cause often to tremble."—*Kossuth*.

Bind Your Back Numbers

Mail back the numbers of *School Activities* for the 1939-1940 school year, and we will have them bound into a book for you when the May number comes off the press. The cost of the binding will be \$1.50 for the volume, 25 cents each for missing numbers that need to be supplied.

Interscholastic Athletic Standards for Boys

(Continued from page 322)

The Trend—Is toward securing the parents' permission.

Recommendation—It is recommended that the parents' permission should be secured on regular forms designed for this purpose and kept on file.

Comment—No comment.

14. *Should awards to athletes be limited to letters and certificates?*

Present Practice—80 per cent say "Yes."

The Trend—Is toward giving no awards of intrinsic value.

Recommendation—It is recommended that all awards to athletes should be limited to letters and certificates.

Comment—It is generally agreed that there is no sound reason why a high school athlete should be given awards possessing intrinsic value. Such a practice is detrimental to the best interests of the boys and to amateur sport.

15. *Should a player be given any part of his high school athletic uniform?*

Present Practice—98 per cent say "No."

The Trend—Is toward continuing the present practice.

Recommendation—It is recommended that players should be given no part of their school uniform as a personal possession.

Comment—No comment.

16. *Should players be given complimentary tickets?*

Present Practice—51 per cent say "No."

The Trend—Is toward giving players no special privilege not granted on an equal basis to other students in the school.

Recommendation—It is recommended that no complimentary tickets should be given to players.

Comment—The practice of giving complimentary tickets to players is a form of paying them for their services.

Why should this group of students who are receiving more attention and using more of the school facilities than perhaps any other group in the school be given special privileges or gifts? Does the school owe these athletes something beyond the splendid fun and education they are receiving?

METHOD OF SUPPORT

17. *How should the program be financed?*

Present Practice—Tax money, 43 per cent; gate receipts, 99 per cent; student association, 80 per cent; public subscription, 5 per cent.

The Trend—Is toward the complete financing of the program by the Board of Education, using tax money.

Recommendation—It is recommended that cities move as rapidly as possible in the di-

rection of complete financing by Boards of Education.

Comment—The recommendation represents ideal practice which because of financial conditions cannot be generally adopted at the present time.

It is clear from this study that many cities must depend upon gate receipts, in part at least, to support interscholastic athletics. Therefore, some arrangement should be made so that all students may be able to attend games and the admission charge to the public should be kept within a reasonable price range.

The program should be used primarily for student education and enjoyment.

18. *Who should control the money?*

Present Practice—92 per cent say that the individual school should control the money.

The Trend—Is toward placing the control of money with the individual school under the supervision of the principal.

Recommendation—It is recommended that the responsibility for the care of the money should be placed with the individual school concerned, with the principal directly responsible to the superintendent of schools for an absolutely honest and business-like management of all student funds.

Comment—The principal should make cer-

JUST OUT

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tain that every procedure involved in the selling of tickets, checking the banking receipts, the buying of equipment and supplies, and all other transactions related to the financial phase of this program, is correct and sound in every particular. Books should be audited regularly by a qualified person who is not connected with the school. The faculty treasurer should be bonded and regular reports should be sent to the superintendent.

The lack of interest and of proper attention to the financial details of the athletic program by administrative authorities are factors which have led to some very serious and regrettable situations.

19. Should gate receipts be used for purposes other than the promotion of athletic activities?

Present Practice—56 per cent say "No."

The Trend—Is toward merging all gate receipts into one general fund from which all kinds of student activities may be financed.

Recommendation—It is recommended that gate receipts should be used for the promotion of various kinds of extra-curricular activities. The selection of the activities to be financed should be the responsibility of the principal and officers of the general student organization.

Comment—The athletic activities should be a phase of the extra-curricular program. If this is the setup and is so understood, the gate receipts from all activities should be placed in the general student fund. In many schools this is the procedure and it would seem both logical and desirable under this plan to use gate receipts for the promotion of non-athletic activities.

20. Should admission be charged to athletic contests?

Present Practice—100 per cent say "Yes."

The Trend—(1) Is toward working out plans that will make it possible for all students to attend free of charge, provided they belong to the general student organization. (2) Is toward charging a modest sum at the gate so that families of moderate income may be able to attend. (3) Is toward using a combination of tax money, gate receipts, and student dues to finance the program.

Recommendation—It is recommended that less emphasis should be placed on gate receipts as a means of financing the program and more emphasis placed on tax money and student dues.

Comment—Practically all cities charge admission to their games. This practice seems necessary in order to support the program and if present economic conditions persist, will undoubtedly need to be continued. The ideal situation might be one in which the School Board underwrote the entire program and admitted the students and public free to all its contests. However, with less money avail-

able in city budgets this plan cannot be realized. Educators should strive to guard against overcommercializing the program and if possible place less emphasis on gate receipts.

21. What price should be charged for admission to games?

Present Practice—It ranges from 10 cents to \$1.50. Note: A general practice is to charge the public 50 cents for football and basketball, and students who are not members of the student organization, 25 cents.

The Trend—There are not sufficient data to warrant a statement.

Recommendation—None. Conditions vary so widely that no one standard of prices would be at all workable.

Comment—No comment necessary.

22. Should there be interschool athletic competition below the tenth grade?

Present Practice—A few schools begin in the 4th grade; some schools begin in the 6th grade; some schools begin in the 10th grade.

The Trend—Is toward organizing intramural programs for all students below the tenth grade and not beginning interschool competition until the tenth grade.

Recommendation—It is recommended that there should be no interschool athletic competition below the tenth grade.

Comment—There are honest differences of opinion among administrators regarding this question of competition. Some feel that competition in the sixth grade may be desirable and beneficial. Others feel that an intramural program for students below the tenth grade would permit the department to place more emphasis on the students who are in greatest need of this type of program.

23. Should girls' athletic teams be allowed a place in the boys' interscholastic program?

Present Practice—81 per cent say "No."

The Trend—Is toward eliminating from the physical education program all interschool athletic competition for girls.

Recommendation—It is recommended that girls' contests should occupy no place in the interscholastic athletic program for boys.

Comment—The question might have been stated, "Should there be interschool competition for girls?" However, because this study deals primarily with boys it was felt that the question should be related to the boys' program. Girls' contests in those schools where they are permitted are frequently played as a preliminary to the boys' contests.

It is fair to assume that the 81 per cent replying "No" are opposed to permitting interschool contests for girls. These contests for girls are generally confined to basketball.

The National Women's Athletic Federation is strongly opposed to interschool or intercollegiate athletic contests for girls.

(Reprinted by permission from *The Journal of Health and Physical Education*, September, 1939)

Questions from the Floor

BY THE EDITOR

- *In our school of 1100 students we have a plan of home room guidance and two part-time advisers—one man and a woman. What is the best use to be made of the time of these advisers?* N. H. PRICE, West End High School, Birmingham, Ala.

Obviously these advisers are selected because they are interested and competent in home rooming. This being the case, they should have charge of planning, promoting, developing, co-ordinating, and evaluating home room activities. Naturally, if all rooms meet at the same time, and if these two advisers are assigned to home rooms, they can perform relatively few of these advisory and supervisory duties. However, sad to relate, such a misuse of talent is all too common in American high schools.

Personally, we would favor a faculty home room committee composed of representative teachers and headed by these advisers. Or, if boys and girls are assigned to separate rooms, two such committees, in which case these committees would hold frequent joint meetings in order to co-ordinate the two programs.

In short, the main responsibilities of these advisers should concern the development, utilization, and evaluation of material, and the education and training of the room advisers themselves. And this latter responsibility is probably the more important of the two. A well-trained teacher can do wonders in developing, utilizing, and evaluating material; an unsympathetic or poorly trained teacher can do little even with the most excellent of materials.

- *Would a student council be advisable in a school with an enrollment of 150 students?* RALPH E. HOTZ, Greenville, Mo.

This question reflects an attitude towards extra-curricular activities commonly taken by administrators and teachers in smaller schools—"Our school is too small to have a real program of activities." Probably this attitude is encouraged by the fact that much of the literature of the subject concerns larger schools. However, as we pointed out in another connection recently, this attitude is entirely wrong. We are convinced that, in terms of actual student participation (not in terms of long printed lists of publicized activities) the smaller has a more functional program of activities than has the larger high school.

Similarly with the council. We have seen effective councils and organizations by other names but with council ideals and ideas head-

ing up activities of groups of twenty or thirty students. School people have been too prone to associate democracy with numbers when, as a matter of fact, there is probably no basic relationship between these two. A school of 150 students can have a council organization as effective, from an educational point of view, as a school of 1500. Perhaps even more effective, because of the more intimate relationships of the electors and the electeds. Our answer, based on what we have actually seen, is an unqualified YES.

- *In some schools dramatic opportunities are provided only for those students who pay a special tuition fee for them. How can the deservingly talented but unable-to-pay students be given these opportunities?* MRS. JULIA S. STEPHENS, Piggott, Ark.

Our answer to the first question will remove the necessity for an answer to the second.

We believe that no public school has a right to charge tuition for any course it offers. And we are certain that if some discriminated-against student and his parents took the case to court they would make the school authorities "look most sick." The tuition charge would not be upheld.

When music was first introduced some schools charged a special tuition fee, but this practice disappeared almost immediately because "it could not be made to stick." Of course, it could be expected that the students would bring their own instruments (in case the school did not loan them, as is often the case now), but all that was required of the student was an interest in learning to play; he did not even have to show musical ability.

Similarly with dramatics. All that the student can be required to bring is an interest in dramatics; he needs no "instruments"—no ability, and no personal equipment. The business of the school is to develop musical ability in the same way that it develops ability in penmanship, arithmetic, or history, little or none of which the student is expected to have when he enters.

Of course, if a law-suit was won by the parent, the school authorities might react by maintaining that "free" dramatics were too expensive, and eliminate the program. But even this, ultimately, would be healthy because of the attendant publicity, a definition of the school's responsibility, and a resultant demand for "free" training and dramatics.

- *Would it be desirable in a small town where teams have not been "winners" to replace high school interscholastic athletics with intramural athletics?* C. C. WRIGHT, Pinnacle, N. C.

We believe not. There is a place in every school for an intramural program—one that enrolls, theoretically, at least, all of the students of the school; and in almost every school there is a place for interscholastics—the "public show" part of the athletic program. These two are complementary. Wisely organized, promoted, and administered, each helps to define and support the other.

Further, don't worry about being unable to turn out "winners." Congratulate yourself, instead. "Winners" are not necessary, and neither are they always even desirable. Obviously, it is desirable that a team should win a reasonable proportion of its games, and this can usually be assured by proper scheduling and coaching. However, if a school consistently turns out championship teams the community will soon come to demand these, and, as a result, lose sight of the real function of athletics—"winning" boys and girls.

- *What proportion of assembly programs should be staged by the students themselves?* M. VAN DYNE, Allerton, Iowa.

This question is difficult to answer due to the many variables in the situation. However, it is pertinent to emphasize again that the main purpose of the assembly program is not to give budding actors, musicians, writers, declaimers, and debaters practice in public presentation. The assembly does offer excellent opportunities for such practice in a most natural setting. But such practice is only an incidental value, it is not an objective of the activity. If a program cannot be justified almost entirely on the basis of its contributions to the students in the audience, it cannot be justified at all. True, some programs may make substantial contributions to both presenters and listeners. This is an ideal, but probably it is but rarely attained.

A good schedule of assemblies provides a pleasing variety—students, teachers, and outsiders—but it would be impossible to state the exact proportion of each. However, keeping the main purpose of the assembly in mind should help a school to determine, to some extent, a general idea of the proper propor-

tion. But even this will vary from grade to grade, year to year, and school to school.

- *Which is recommended for a high school of 300 students, a unicameral or a bicameral student council?* DEITSELL BEMENT, Paducah, Ky.

Personally, we favor the most direct representation and the simplest organization possible, and this is unicameral. In his book, *Extra-Curricular Activities in Secondary Schools*, Fretwell describes some 40 different forms of student council organization, and probably each of these works more or less successfully in its own particular setting. Of course, the more highly organized are usually found in only the larger schools.

In a complicated type of council organization there are often over-lappings, misconceptions, and misunderstandings of authority, and numerous "passings-of-the buck." Too, frequently the energies of the students and sponsors are wasted on the development of pretty machinery instead of being more profitably spent on the accomplishment of projects and activities. A simple unicameral council avoids these difficulties and dangers. It is more easily organized, promoted, understood, programmed, and usually in the smaller schools especially, it is more effective.

- *Do you think the school can be benefitted more by a band or by a newspaper? In my school the students want both to be good advertising mediums, but the town merchants will advertise with the band before they will with the newspaper.* HAROLD BELL, Blountstown, Fla.

Frankly, we do not believe that a major purpose of either of these activities is publicity; such publicity is only a more or less incidental value. The main emphasis must be upon the direct benefits to the students themselves—players and listeners, writers and readers. Hence, we are of the opinion that

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neither activity should be evaluated on this publicity basis.

Further, a business man who pays for advertising has a perfect right to select the medium of that advertising. Of course, he may be wrong in his selection, and in such case the school may have to do a bit of adult education. However, the school itself may be wrong in its appraisal of the setting. If such advertising is essential, then it is only logical to place it where it pays the most. And high pressuring the business man will be promptly and properly resented.

Does Your School Have a Pep Specialist?

(Continued from page 328)

camp is hemmed in on the east by the Garden Wall, rising straight up and carrying on its jagged top the Continental Divide, bordered with meadows of Alpine wild flowers. Then like a gem in a beautiful setting, like a rose in a bouquet of forget-me-nots, like a patch of sunlight slipping through the weaving pines, like a hearty laugh among a group of giggles, and like the scent of new mown hay, at the back of the camp we find that land mark of ancient civilization—a garbage pit.

Assigned to this pit was a husky four-year-old black bear by the name of Woolly (I mean Willie). It was his job to keep the pit clean. Every time the cook walked toward the garbage pit Willie would fall in behind and pick up everything the cook dropped and then crawl in the pit and toss out all the cans, clean up the bottom, climb back out, and lick the interior and the exterior of each can and toss them back into the pit. Willie knew his job because when he was a tiny cub his mother was a garbage gobbler. He was raised on a tin camp. He was brought up in a dump. And because Willie always tosses his cans back in the pit he always has a good job. He always has a nice, big, fertile, juicy garbage pit to plow around in. So his life has been easy and he grows fatter and fatter as the tin cans roll along.

One bright moon-lit night in July he raised his lettuce covered head up from a pile of rubbish and beheld the silvery moon slipping over the edge of Heaven's Peak. That reminded him of the fact that he had a date with a blonde on the other side of the Divide. So he reared up on his hind feet, gave a Tarzan roar and then he tore out of the pit, dashed down to Mineral Creek, jumped in and splashed out again. He rubbed his black back against a balsam tree so he would smell handsome and he parted his hair in the middle so he would look handsome. Then with a leap and a bound, with mad mid-summer love filling his Bruin heart with exuberance, he

bounced along on his wooing journey over the Garden Wall.

Two weeks passed and the garbage pit was over half full. Then it began to rain—a cold, slow, soaking rain. The garbage pit became three-fourths full. Cans were floating around in the mess. The combination salad was beginning to ferment. For bears it was as fine a goulash as ever a bear nose was stuck into. Willie knew that this feast was waiting so he enticed his fair maiden to accompany him back over the Garden Wall to his little paradise beneath Heaven's Peak. So late one afternoon he came sneaking back to his job. And following closely behind him was a cute little bow-legged brown bear—a beautiful blue-eyed blonde from over the Great Divide. We'll call her Tillie because she had to wait "till he" came after her. Well, Willie and Tillie were a cute couple. They were what you might call a rare bear pair. He was a dark husky-dusky four-year-old and she was a blushing blue-eyed blonde. Just as they came within sight of the camp, William turned to his bride and said, "Mathilda, here is the dump we're going to live in." Just then the cook came out with two buckets of garbage to be thrown to the bears. Willie dashed out and stuck his nose in one of the buckets to see what the men in the camp hadn't been eating. Tillie dashed out and stuck her nose in the other bucket to see what her future diet was like. By this time the whole parade was at the edge of the foaming pit. The cook suddenly turned and saw Tillie. Her outstanding beauty startled him so that he jumped and when he jumped he slipped and they all fell into that garbage pit. It was a mess. There was the cook, with a bucket of garbage in each hand and a bear in each bucket, splashing around among the cans, the spinach, the gravy, the peelings, the raspberry preserves, etc. It was a mess and I hesitate to tell you how messy it was. So boys and girls, this ends my story. You can finish it any way you care to. You can untangle the mess in your own sweet way. The last that was seen of the cook his hat was floating and when he came up for the second time his hair was full of—I'll let you finish it. We only hope that our team will make just as big a mess out of the—in the game tomorrow and since I leave this story for you to finish so I also leave the game tomorrow for our boys to finish.

(Editor's Note: This is the seventh of a series of articles on School Spirit by M. L. Staples. His "Standards of Organization for Using the Pep Technique" will be released in May.)

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Increasing emphasis is being placed upon the development of leadership. As a result, some schools are formulating very successful leadership clubs. The following article illustrates the types of activities undertaken by the Leadership Club of Hickman Senior High School under the direction of Fred B. Dixon, the principal.

Hickman High School Leadership Club

FIRST MEETING

Some of the Things We Might Do. Place a "1" before those things which interest you very much. Place a "2" before those things which interest you. Place a "3" before the things in which you have little interest. Place a "4" before those things in which you have no interest.

1. Discuss the things successful pupil leaders do.
2. Formulate a list of do's and don'ts for home room presidents.
3. Learn how to preside.
4. Study parliamentary procedure.
5. Group practice in parliamentary procedure.
6. Study the psychology of group management.
7. Formulate a list of do's and don'ts for getting along with people.
8. Discuss and study the purposes of the home room.
9. Formulate purposes for Hickman home rooms.
10. Investigate the home room activities of other schools.
11. Study and discuss the building of school morale and spirit.
12. Formulate a list of do's and don'ts for making Hickman a better school.
13. Study and discuss elementary psychology.
14. Prepare a booklet on "The Psychology of Leadership."
15. Study and discuss problems of mental hygiene.
16. Take tests on social adjustment.
17. Review the book, *The Strategy of Handling People* by Morgan and Webb.
18. Compile a reading list of magazine articles and books on leadership.
19. Study place of humor in working with groups.
20. How people avoid their problems (psychopathic adjustment).
21. Peculiar people we meet (a classification).

22. Review the book, *How to Win Friends and Influence People* by Dale Carnegie.
23. Talks and discussions on "Right and Wrong Methods of Praising People."
24. Actual experimentation with methods of leadership developed in the club.
25. Formulate a leadership training program for Hickman High School.

Wittenberg's Alma Mater Pageant

FOUNTA DAVIS GREENE

Wittenberg College, Springfield, Ohio

In the early spring-time there is annually great activity on the campus of Wittenberg College. Preparation is being made for the alma mater pageant. Its presentation has been a ritual with the students for a number of years. It is the one activity in which every girl on the campus has the privilege of participating. She may either take part in the dramatic dances, become an attendant of the queen or even be the queen herself. She may also serve on any of the numerous committees required for the presentation. The alma mater pageant is the only activity of the year which calls for complete co-operation of every girl on the campus. Many committees and departments of the college assist in various capacities. Most prominent among the committees are the student finance committee, publications committee, social committee, committee on orientation, and committee on general student affairs. Departments assisting are the school of music, home economics department, physical education department, and the department of speech.

The pageant itself is lovely and effective. It is held in the natural amphitheater in a secluded wooded part of the campus. The audience leisurely find seats provided. Immediately following the initial number by the orchestra a colorful procession appears. First comes the alma mater queen of the previous year beautifully robed and escorted by her attendants. Following her in a "blaze of glory" is the present alma mater queen. She is resplendant in crown and flowing gown. Following her entrance with her entourage, appear the dancers grouped as to the type they each represent.

After all are seated and the queens have received due recognition, the dances are given. These are interestingly arranged to give every girl opportunity for expression of her own interests. Some given the past year were religion, joy, sorrow, ethereal, and mechanical.

All the dances given indicate thought, individuality, grace, and poise.

It may be interesting to note that the position of alma mater queen, the most coveted honor on the campus, is chosen by general election after a ticket has been assembled by the dean of women and her student committee. She is chosen for scholarship, character, leadership, popularity, and for well balanced participation in activities. Generally the girl chosen is actually the most outstanding on the campus.

There are many commendable features in Wittenberg's Alma Mater Pageant. Some of them might be listed as follows: (1) Out of 389 girls enrolled, 389 participate; (2) increases sentiment for the college as to purposes and loyalties; (3) encourages individuality of interest; (4) no actual faculty participation; (5) utilizes many committees and departments of the college; (6) helps college publicity for the following year; (7) unity of activity on part of all girls and groups helps to overcome individual and group rivalry; (8) gives parents insight into the activities of many departments of the college.

Wittenberg has found the alma mater pageant one of her most outstanding and worthwhile projects. It has proven of great value over a period of years. The idea might profitably be imitated by other institutions.

The Leaders' Club

H. L. SHAPIRO

*Teachers College Intermediate School,
Honolulu, Territory of Hawaii*

In the Teachers College Intermediate School in Honolulu, T. H., an interesting set-up as to student councils obtains recognition. It is necessary to stress, first, that there are only three classrooms in the intermediate branch, one for each grade and in all probability the following council set-up would be ineffectual in schools much larger. There is an unusual amount of school spirit among the students which seems to be tracable to the small pupil "turnover."

The set-up is as follows: The representatives from each class are called "leaders" and for the most part they are the students most able to lead the group and have a comparatively great deal of organizing ability. Now there are temporary and permanent leaders, and one must first serve as temporary leader before he assumes the permanent status. For example, if a student is elected by his classmates as "leader" in the 7th grade he serves for the semester or year as a temporary leader. If his work proves satisfactory to his classmates and faculty, he becomes a "permanent leader" and remains such throughout his stay at the school, participating in the functions and duties of the "Leaders' Club."

With this set-up, the classes need only choose one temporary leader per term.

The Leaders' Club is responsible for the events which take place in the school. This responsibility covers the organization and administration, to as great a degree as their capacities allow, of the events such as skating parties, candy sales, "play days," etc. Their financial backing comes from the separate home rooms each having its elected officers and separate dues.

Two of the six student teachers each nine weeks serve as advisers in addition to the physical education supervisor. Though they have no vote, they have the power of moral veto or in extreme cases, absolute veto.

Activities planned during meetings of the club are brought back to the home rooms for discussion and criticism, and before any action is taken, the consensus of the entire student body is on hand. Inter-communication between the three grades is at an optimum as a result. The leaders meet once a week, have lunch together and seriously discuss the problems on hand. Parliamentary procedure is adhered to, but not rigidly.

The advantage of this set-up comes from the keeping in the Leaders' Club of the active "idea-ated" students in the school.

It is interesting to note how co-operation obtains among the races represented—Japan-

"Gardening-- School-Community- Home"

The newest publication of the National Recreation Association is devoted to the subject of gardening. It discusses gardening in schools and by community organizations other than the schools, demonstration, group and tract gardens for children, and children's home gardens; gardening indoors, adult gardens, and elementary garden practice. A number of sample programs are given, and sources of help are listed. The booklet is attractively illustrated.

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ese, Chinese, Hawaiian, White, and others. Indeed it is a sociological study in negative race prejudice as well as functional democracy in the grades.

I might also mention that a similar type of student council obtains in the grades below the 7th. Their representatives meet only with the intermediate group when problems come up which concern both groups. The two groups have been housed in separate buildings though under the same administration.

The Whittier Players— A Junior Theater Experiment

PAUL MARKS, *Whittier Junior High School, Lorain, Ohio*

The Whittier Theater is a unique organization. It follows the suggestions of college textbooks and, strangely enough, these suggestions fit into a plan for the junior high school. Here the students write the play, design and sew the costumes, sketch and construct the scenery, apply their own make-up, supervise the lighting and the backstage area, and assume the responsibilities of the ticket sale and house problems.

This organization has been in existence for six years. From a one-performance-a-year-for-parents class, it has graduated to two full length shows, a dozen one-act plays, a repertoire of dramas suitable for children of younger years. With the exception of the supervision of the director, it is a self-governed group, with an assistant student director controlling the actors and a student business manager supervising the crew.

Every member of the Whittier Players, the group which performs in the Whittier Theater, has at least one duty to perform throughout the semester. Committee work occupies those who are not in the cast or on the immediate crew, and the committees function independently, with weekly meetings to discuss and plan the tasks to be performed in the workshop. The committees consist of make-up, costume, jewelry, play writing, play reading, properties, improvement, membership, social, and program.

There are no laggards. The membership committee scrutinizes the qualifications of the applicants and rejects any who, in their opinion, wish to join merely for prestige or so-

cial activity. There is no discontent and withdrawals are rare, because all complaints are referred to the improvement committee, which strives to correct the cause of the grievance.

All work makes a dull player and there is a stress on social activity as a reward for all work done, especially for that work done behind the stage area which apparently never catches the eye of the audience. Social periods generally follow lengthy rehearsals, and of course there are picnics and parties between performances.

Obedience to discipline, punctuality, co-operation, courtesy, and genuine interest are requisites. The student lacking any of these can find no place in the group, for these young actors are their own severest critics.

And the ultimate objective? Not to produce a recruit for the professional world but rather to give the community a better-rounded citizen!

Summary of the Placement Activities, Oak Park, Illinois

L. H. FRITZEMEIER, *Oak Park and River Forest High School, Oak Park, Ill.*

All pupils, present or past, are eligible to register with the placement bureau. Each registrant is classified vocationally—sometimes placed in more than one classification. The following factors are considered in making this classification: general intelligence, special aptitudes, interests (vocational and other), personality traits, possibilities of securing further training, and the economic outlook for a given vocation (or job). The information about the registrant is obtained from some or all of the following sources: the placement registration blank; school records, including scholastic record and personality ratings; personal interviews with registrants; special communications with teachers, deans, former employers, and parents; and standardized tests—interest, ability, aptitude and social adjustment.

After this classification has been made the pupil's registration card is placed in the "Registrants" file. (Throughout our system boys and girls are kept in separate files.) When an employment requisition is received, we turn to this file of "registrants" to choose

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the person or persons to be referred. If there is no one suitable in this file, we turn to the "Currently Employed" file. In case there is still no suitable person, we notify the prospective employer of the fact and file the requisition in the "Unfilled Requisitions" file.

When a referral is made, we attempt to give a prospective employer pertinent data about the case. This is done by letter, telephone, or in some cases by personal interview. At the time of the referral we enter the date, name and address of employer and type of work on the registration card. This card is then placed in the "Current Referrals" file. When final word is received, we note it on the card and then place the card in the "Currently Employed" file if the pupil is employed, or in the "Registrants" file if he is not employed.

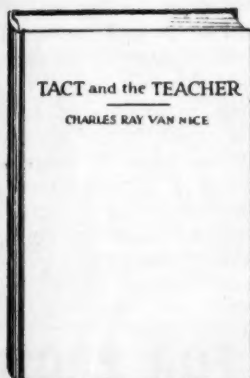
About six months later we follow-up the placement. If in our opinion the former pupil is making a satisfactory vocational adjustment, his card is transferred to the "Vocationally Adjusted" file. If he is not making a satisfactory adjustment, the card remains in the "Currently Employed" file and we at-

tempt to assist in making a readjustment—if, as, and when it is possible.

Registrants with whom we lose contact or those who change their plans and do not want work are transferred to the inactive files.

We consider it very important to encourage co-operation between the business community and our school. This co-operation is promoted by publicity in local papers, interviews with employers, public appearances before various groups, interested alumni, and a careful attempt to provide employers with pertinent data about prospective employees. Requests from employers for data about former pupils are handled by the placement bureau. We have found many employers are willing to co-operate as soon as they learn that we are really trying to give them worth-while data in response to their requests. We believe that this is good evidence that employers appreciate our efforts to promote a better labor market.

Last, but not least, we co-operate with the local office of the Illinois State Employment Service. In our year and a half of placement work we have found this mutual co-operation desirable.



7 REASONS

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The Woodward High School Annual

MADLINE ANDERSON, Woodward High School, Woodward, Iowa

The students of Woodward High published their first annual *The Beacon* in the spring of 1939. The editor of the high school paper served as editor-in-chief, with a staff chiefly of seniors. The staff was organized similarly to the ordinary yearbook staff, and most of the usual procedures were carried out.

Materials—border paper, division sheets, duplicates of pictures, covers, and “back-bones”—were purchased from the Intercollegiate Press.

When the articles were finished and proof-read and lay-out for the work was completed, the dummy was made up. Then the job of stencil-cutting and running was undertaken. This work required extreme care, as all the printed materials must fit precisely inside the borders of the prepared paper. Caution was necessary, also, to prevent waste of the paper, of which there was only a limited number of sheets.

Seventy-three pictures for every annual had to be cut and pasted into the book. This, itself, was a large job, but undertaken cheerfully by the staff members, those who were through with their particular assignments gladly helping the picture editor.

A deadline was set for the completion of the yearbooks. Meeting it meant that the staff members had to bend every effort, come early in the morning, work at night, give up personal pleasures. The deadline was met and the yearbooks distributed on time.

Since the Woodward school is a small one and the school paper is printed in the town newspaper, the students, in their work with the annual, had some new experiences in subscription getting, handling of school money, getting and giving receipts, soliciting advertisements, collecting for them, setting up ads and submitting them for approval to the business men.

Other values resulted from the experience in the use of the mimeograph, the experience in writing actual business letters concerned with materials for the yearbook, the experience of the editors in directing staff work successfully, the co-operation of the group and setting aside of personal conveniences for the sake of meeting the deadline, the necessity of producing a book which would set a worth-while precedent for the school, and the glow of satisfaction felt when at last the job was complete, the books were balanced, and there was an annual to be proud of!

“The great hope of society is individual character.”—Channing.

A Drive on Tardiness Pays Dividends

(Continued from page 319)

eliminated the detention period for tardy offenders.

By the end of the first month the elimination of tardies had become an accepted responsibility of all but about one-half of one per cent of the student body. The total number of tardies at the end of the semester was 252, an average of 2.8 per day.

The student council has had this problem for the past two years as its major project. A daily average of less than three tardies has been maintained and a decrease of sixty-six and two-thirds per cent in the number of tardies made, even though there has been a ten per cent increase in the student enrollment.

By the success of this project far more has been accomplished than merely reducing the number of tardies. The students are forming the habits of promptness.

Faculty and students have been brought closer together by having a definite purpose.

The student council has gained a recognition and respect that cannot be denied. Any reasonable project can be placed before the student body with a high degree of assurance that it will succeed.

The principal has the assurance in seeing these things that there exists in the school a better citizenship, a finer sense of responsibility, a cordial relationship between the administration and student body, and a feeling of pride that each student also has in the knowledge that he contributed to the success of a successful program.

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Stunts and Program Material

MARY M. BAIR, *Department Editor*

Short Shorts

Relate concerning the origin of April Fool's Day, then have a joke contest. Types of jokes to be entered should be: the latest, the oldest, the driest, the most clever, and the most pointless.

A short essay about Hans Christian Andersen, Danish writer of fairy and folk tales. Follow the reading of this essay with a talk on the popularity of the fairy tale in motion pictures today.

Origin of Bird Day and Arbor Day with a program of quotations appropriate for this day.

A tree planting ceremonial where each class, or each department, in the school plants a tree.

Tell your audience that the chief essentials to successful pageant production are right leadership, careful organization and sound financing. Say that the various committees will now be chosen from the audience. As the parties are named, the speaker tells in just what way that person is particularly qualified to serve on this particular committee. These remarks can be highly complimentary or they can take the form of a take-off on the person's real abilities.

Committees to be appointed are as follows: grounds, ways and means, transportation, cast, costume, publicity, program, music, dance, band, stage, and policing.

Arrange chairs to represent the interior of a bus. A large sign, "Sight-Seeing Bus—Know Your Own Town," is placed directly in front of these chairs. The driver and the "Town Guide" are on the front seats. The bus is supposed to be passing through your own town. The guide "lectures" and the passengers ask questions. This stunt provides excellent opportunities for school and town jokes.

For a costume chorus program, select well known old songs with themes suggestive of a certain type of costume. A group, "suited up" and carrying balls and bats, do stunts as some one sings: "Take me out to the ball game." Bright balloons, dozens and dozens of them are tied to the arms, pinned to hair and dresses of girls who use "I'm Forever Blowing Bubbles" for a song and dance number. Songs can be found as appropriate for farmers, cowboys, milkmaids, Japanese, skating, flowers, gardeners, sports clothes, and evening

dress. A most humorous effect can be gained if those in costume will dramatize the songs.

The teacher of domestic art sits at her desk and audibly plans her lecture. She is going to talk to the girls about clothes and the proper dress for this or that. As she tells of each type the models of her vision make up a fashion show which can be as simple or elaborate as you wish.

To commemorate the death of Shakespeare, April 23rd, with a program that is "different," describe the old globe theatre, tell of the customs, manners and dress of Shakespeare's time. Name some of his famous contemporaries and mention some of their works.

Using a stanza from "April" by Samuel Valentine Cole as a prologue, prepare a short pageant or series of tableaux to portray the various events mentioned in the poem. The Latin class may give a Roman scene; a class in literature, a short scene from one of Shakespeare's plays; then have a messenger in costume of that period announce the death of Shakespeare. The history class should give a short skit relative to the American revolution and follow this with a tableau, "Spirit of 76." Next have several girls dressed in the costume of 1865 and attending a quilting party. News of Lincoln's death has just reached them, and the dialogue tells the manner of his going. Suitable music can easily be found for such a pageant as the one described above.

APRIL

In April Rome was founded; Shakespeare died;
The shot whose sound rang out from Concord town
And brought an avalanche of echoes down,
Shaking all thrones of tyranny and pride,
Was fired in April; Sumter far and wide
Lifted a voice the years will never drown;
'Twas April when they laid the martyr's crown
On Lincoln's brow, with tears that scarce have dried.
O flowers that bloom in April; little wings
And voices that like happy sunbeams dart
Around us; budding trees and bubbling springs—
Ye all are beautiful; such is your part
In God's great world; and yet 'tis human things
Most stir the soul and move the thoughtful heart.
—Samuel Valentine Cole.

'Mile of Pennies'

RICHARD L. PARMENTER
Maple Road, Middleboro, Mass.

A drive is under way to raise funds for the purpose of purchasing new musical instruments and repairing the old ones for the Middleboro (Massachusetts) High School orchestra. The method of this drive is somewhat unique, I think, as is an event which occurred in connection with it.

All pupils have been given cards about eight inches long. These are labeled, "Give One Foot of Pennies!" and numbered to facilitate distribution. Also printed on them is, "Mile of Pennies" Drive to aid the lower grade children in their collections. Each card has slots which accommodate twelve pennies. If the pupils get one card filled they are urged to try to fill another one.

The townspeople of this town are quite school conscious and have done very well by the local orchestra. In fact the drive has been conducted so efficiently that there was a shortage of pennies in town shortly after it was instituted. The local merchants having difficulty in making change resorted to the banks. One bank in particular had its supply of the copper coins completely exhausted in a few days. The officials were at their wits end until one had an inspiration. A telephone call was put through to the local school system's

supervisor of music, who advised that he would call at the bank immediately with pennies from where all the pennies had gone.

When he arrived he had three shoe boxes under his arm. The pennies totaled over ninety dollars. Needless to say, when these were put into circulation the money changing difficulty was soon cleared up.

This was not only an interesting situation. It teaches a lesson. The penny is a lowly coin but it represents a medium of exchange. When the acute shortage occurred it illustrated the importance of little things.

American Music

"When we Americans send music to Latin America, we shouldn't try to disguise that we are a gum-chewing population. Our tradition is along the line of Stephen Foster, not Schubert. Those of us who know Beethoven are too likely to be embarrassed by folk music or popular tunes. I think it is about time we quit being ashamed."—*Carleton Sprague Smith, Director of Music, New York Public Library.*

"This is the only worthy immortality upon earth—not to leave a name, to be upon the lips of men, but to do acts which shall improve the condition of men through the flowing ages."—*Horace Mann.*



Junior-Senior Banquets Junior Proms-School Parties

ORIGINAL PLANS AND THEMES

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Parties for the Season

EDNA E. VON BERGE,

Department Editor

Star Strut

All stars don't strut. Those in heaven twinkle, sparkle and shine. However, a certain kind of star on earth, movie star, to be exact, does strut—before a paying public. That strutting is a bit contagious. Tender aged Sally Lou revels in a brand new Shirley Temple model, which sets her strutting about as that same dimple-faced star for whom the dress has been named. Big brother and sister strut about in their dream world in the same manner as their favorite stars. Mother and Dad strut back to capture some of the flippancy of their youth, as they witness their weekly movie. Cater, then, to that desire to act, or to see others act at a Star Strut party.

Guests are invited to dress as, and be able to characterize, a movie star. Upon entering, they'll find the ceiling plastered or hung with silver stars shimmering in the light. If the room is spacious, occasional colored posters of famous movie stars, borrowed from a neighborhood movie, break up bare wall spaces. Smaller rooms appear too cluttered up when over-decorated, for one must remember that the colorful, picturesque, guest costumes furnish much of the decorative setting for the party.

An elevated platform at one end of the room, arranged for an outdoor or indoor scene, backed with flats from the dramatic department, becomes the "set" where later action ensues. Microphones, directors' chairs, loud speakers, and bright lights surround this area.

To keep the "early birds" out of mischief until the arrival of the stragglers, a photographer has the arrivals pose for pictures. He takes a great deal of time in turning the head just so, demanding a dreamy, far away look in the eyes, and arranging the fingers super-gracefully. Expect a great deal of merriment when guests return later for "proof," which is a hilarious comic-strip cut-out pasted on a small card.

At the "gate" for entrance, guests present admission tickets which have been sent out in advance, or they are put off the "lot" by a burly attendant.

Shooting the Stars

The fun begins following the assemblage of the guests who, singly or in groups, present a short skit characteristic of the star, or stars, they portray. Witnesses attempt to guess "Who's Who," verbally or by ballot. The director shouts out orders, lights are shifted from time to time, cameras click—in

short, there is a tremendous amount of studio noise and action. Actual movies may be taken to be shown at a school assembly at a later date. There is much ado over the presentation of a trophy for the best performance of the evening.

Singing Stars

This may be either a written game for all, or a few may be chosen to appear on the "set" to be tested. A versatile piano player contributes to the success of this activity, by playing snatches of songs made popular by certain stars. Players must name the star who has made a certain song famous or originally launched it in a picture.

Good Ship Lollypop—Shirley Temple
Sonny Boy—Al Jolson
America—Kate Smith
Smilin' Through—Norma Shearer
and others

Extra

The movie director is on the hunt for new talent in a group of applicants and extras who have been selected to take a place on the "set." Each in turn draws a slip, breathlessly wondering what action must be performed in an impromptu manner. Side-splitting are the results when the players scratch their heads for a brilliant idea in executing one of these following commands:

1. You are a little boy with an upset tummy. You are talking to it for being so horrid.
2. You are at a football game. The score is tied. Your team has a fourth down with only two yards to go. Action!
3. You have just purchased a new, very long, swanky dress and are trying it on before a long mirror for the first time.
4. You have come from a town of 100 to a skyscraper city for the first time.
5. You are an elevator operator in a department store, calling off the floors to patrons.
6. You are a shy boy asking a girl for a date for the first time.
7. You are approaching a horse for your first horseback riding lesson. It is suddenly over!
8. Pantomime an opera singer without a voice.
9. You are a little boy. It is Christmas. You have just discovered your new electric train under the tree.
10. You are a little girl. You are mocking your teacher.

Seeing Stars

A semi-circle of chairs appears on the "set," to be occupied by a limited group.

Those with acting ability or an outstanding sense of humor afford the greatest amusement for the remaining guests. Contestants will literally be *seeing stars* when quizzed on questions of this type. (Committee members will find it a lark to concoct other similar questions.)

1. Name three couples whom one expects to see perform together.
Ginger Rogers—Fred Astaire
Lynn Fontaine—Alfred Lunt
Myrna Loy—William Powell
2. Name four men who usually or often play detective parts. Examples: Charlie Chan, Lee Tracy, Ronald Coleman.
3. Name two players who play in serial type of pictures. Examples: Mickey Rooney, Lewis Stone, Myrna Loy, William Powell.
4. What type of pictures or themes do the following stars suggest?
Jack Benny—Musical Comedy
Sonja Henie—Skating
Judy Garland—Musical
Eleanor Powell—Dancing, Musical
5. Name five stars who have a natural accent. Examples: Maurice Chevalier, Greta Garbo, Charles Boyer.
6. Name as many stars in one-half minute whose last name begins with "A." (Players draw slips for letters, B, C, D, etc. If desired, either the last name or the first name may begin with the letter drawn.)

Identifying Stars

Pictures of stars are mounted on numbered charts which are passed among the guests to identify or posted about the room. For variation some of the charts may contain only the top half of the face, the bottom half of the face, the right or left side of the face, etc.

Shots

Some time in advance of the party, the school movie operator takes shots at football games, assemblies, in the halls, on the school campus, in the cafeteria, of students coming to or going from school, any place, anywhere, to depict school life and include a large number of students. These are presented as a *premiere* if time and money permit.

Orchestra? Dancing? They won't even be missed. In fact, there wouldn't be one minute free for dancing, and guests will welcome the change.

The Clothes Pin Parade

(Outline Plans for a Junior-Senior Banquet)

ANNA MANLEY GALT

Everything in this entire set-up is to carry out the clothes and clothes pin idea. Committees may elaborate on these ideas and suggestions, but here is a general plan for the decorations, menus, programs and music.

At the speakers' table, and down each long

side table, use a cord clothes line, stretched between tall candleholders, or between flag-staffs not over 12 inches tall. On this, using common pins, pin little play-size clothes, cut from prints, silk, flannel, etc., to represent the family washing, being careful not to try to be too funny with the too personal garments. Overalls may be cut from worn out ones; clothes made of colored prints are clever and gay; little wash rugs of white cloth may be colored with borders and crayons. The greater the variety, the better. If the windows are open, these garments will blow like a washing on the line. Toy washboards, toy driers, tiny hotel-size cakes of soap, or toy electric irons may all be used for "scenery."

Menu, program, and placecard may be combined into one. Use brownish wrapping paper, pinning them together with the pincer type of clothes pins, after they are folded. The names of the guests are written on the flat side of the clothes pin. The menu may be written in wash day terms for guests to figure out.

The First Rinse (fruit juice)
Blue Monday Hash (meat loaf)
Soap Suds (whipped potatoes) or
Soap Beads (rice and gravy)
Clothesline Beans (string beans)
Starch (rolls)
Foam (dessert, ice cream or anything fluffy)

Washboard (ribbed cocoanut cookies)

The Last Rinse (coffee)

What Holds the Wringer Together (nuts)

What the Washing Looks Like (sweets)

Songs always make a hit, especially if they fit into the theme of the occasion. Try these out for trio, solo, or group singing, preferably the latter, at intervals during the program.

Tune: School Days

Wash days, wash days, dear old splashy wash days,

A leisurely Sunday with church and stroll,
Then comes Blue Monday with laundering goal;

To get all seniors scrubbed clean we'll try,
Then we will hang them out to dry.

In the future we think they'll go sky high,
These seniors of (school name) High!

Tune: Old Black Joe

Gone are the days when these seniors ran our school;

Gone are the days when we knuckle to their rule.

Now comes the time when the underclassmen shout,

"Farewell, old class of '39, you're stepping out!"

These seniors, grand seniors, with strangers they will roam;

You'll find them almost anywhere except at home!

Tune: Just a Shower

Just a wash day, drop drip, any Monday drip drop,
Hot water and soapsuds we use.
We're beginning, splish splash, then clothes pinning splash splish,
Scrubbing seniors from collars to shoes.
We'd like to tell you how these students have behaved, how
Over their brains the faculty has raved,
But it's wash day slosh slush, to our elbows slush slush,
So we'll just give the seniors their dues!

Tune: Dwarfs' Marching Song

We rub, rub, rub, rub, scrub, scrub, scrub,
at our tub the whole day through,
To rub, rub, rub, rub, scrub, scrub, scrub, is what we like to do.
And when we rub we always sing, for when you scrub there's not a better thing
Than a tune, than a tune, you can whistle or can croon—
Heigh-ho, heigh-ho, to make your troubles go
Just keep on singing all day long with a heigh, heigh-ho, heigh-ho,
Heigh-ho, heigh-ho, for if you're feeling low
You positively can't scrub wrong with a heigh heigh-ho.

(The song of the dwarfs, "Whistle While You Work," lends itself nicely to the singing part of the program using the words as they are and announcing that seniors should fol-

low the rule of the song when they go out into their new world—or new words to fit into the theme may be written.)

Toasts

The toastmaster is preferably the junior president unless he lacks the qualities that make a desirable one. The talks carry out the washday and clothes pin idea. Singing before the toasts begin livens up the spirit of the crowd, and keeps it alive if the toasts are interrupted a time or two for another song.

Editor's Note: In supervising speeches or toasts, it is well to remember that they are more easily mastered, test the originality and linguistic ability of the individual, and provide greater experience if they are not worked out by those in charge. Suggestions may be made as to the ideas to incorporate which fit into the theme. To avoid repetition of ideas among the speakers, divide the theme into sub-titles. Urge that toasts be brief.

Space does not permit giving verbatim the speeches and toasts used in the original presentation of this banquet and written up by the author. Ideas, however, and some quotations are taken from them for suggestions.

"Our seniors are the laundry which entered four years ago to be put through. This school is the big commodious laundry basket with room enough for the incoming clothes, the damp wash, the starched pieces, and the



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gleaming finished product. The faculty? They are the machine, the washer, the wringer, the iron. The school board provides the supplies—soap, blueing, starch—and sometimes the heat.”

Toastmaster in introducing a song between toasts: “Just received word that there’s a washout on our clothesline, and while it is being fixed, we can forget about our troubles by singing.”

Principal: “You’ll appreciate the faculty more when you get away from school than you ever have here. For one thing, you may be thankful that your mind has been cleaned up from little dirty spots which its influence has erased. Another teacher has really made you get to work—put starch into your limp spine. I suppose I’m the wringer taking all the water—and sometimes all the joy—out of life. But you’d never have been ready to send out into the world clean, mended, starched, ironed, if you hadn’t been through the wringer and been ironed out *smooth*.”

“Freshmen sometimes do forget to wash behind their ears, etc. It does take a month or two for freshmen to find out that it costs no money to clean out the ‘real estate’ from under the fingernails before coming to school.”

Student Government—Medieval, Colonial, and Modern Style

(Continued from page 316)

igan. Of course, this extremely liberal attitude of mind of a pioneer people in regard to opening up educational facilities to all young people who cared to take advantage of them could not fail to have results in student government. So, you will find on the records of the University of Michigan, indications of some of the first fruits of student participation in institutional management.


From these beginnings, the virus spread slowly into the very life-blood of the colleges in the length and breadth of the land, until by the turn of the 20th century, we have those now familiar phenomena known as the Student Council, the Graduate Manager, the Women’s Self Government Association, the Men’s Council, and the Student Court. By whatever name—and the names just offered by no means exhaust the titles given to the student groups on the hundreds of college campuses—it is quite apparent that student government is definitely here. The question now is not whether or not it is here, but the question is: what are we going to do with it now that it is here? How shall we treat it: as a necessary evil to be disposed of at the first opportunity and with as little fuss and feathers as possible, or as an acceptable adjunct in the proper management of an institution to be welcomed by faculty, administra-

tion and student body alike because it will help solve campus problems whose solution cannot be anticipated from any other source? Is student government a fifth wheel whose elimination would make for smoother running of the academic machinery? There are some institutions which apparently think so. Or is student government still able to contribute a definite constructive amount of solid help to the proper management of our institutional life?

These are questions which are not easily answered. They are questions for which the answers will vary somewhat with each individual college or university. Nevertheless, I am confident that it would be difficult to find many educators today who would not accept this thesis: student government is a very desirable organization on any campus when it functions in its proper territory, when it works efficiently, and when it is manned by a personnel of excellent quality.

The trouble is to get these three very desirable things. Examine, if you will, the first of these three—when it functions in its proper territory. Whether we like it or not, the evolution of higher education in this country has found it convenient to establish in our colleges three divisions of responsibility. The administrative officers are held responsible legally and by public opinion, for the efficient management of affairs for personnel matters—both student and faculty, for policy-making, and for general regulations which serve the academic community as a whole. The faculty are held responsible for the quality of teaching, for the intellectual status of the institution, and for contributing to the realm of human knowledge through research and original thought. The student body is held responsible for utilizing as fully as may be, the educational facilities which the faculty and administration are expected to provide them.

(Continued next month)



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Interpreting the Student Council


(Continued from page 323)

council sends special invitations to parents to visit the council room on open house night to learn of the service that the council actually renders to the school. Our council has a semi-annual banquet. In addition to the council members, parents, school-board members, faculty, and some of the leaders in school activity are invited. All honor awards for outstanding council work are made on this occasion.

One problem which often arises with council work is that some members of the faculty do not understand it. Our notes of welcome to new teachers, notes of congratulation, or sympathy, help to win the friendship of the faculty as well as the students.

Our program of friendly service begins with the welcoming of the freshmen and ends with the awarding of the extra-curricular activities certificates at graduation. All during this time our council strives to present and interpret itself to the school and to uphold the high standards of responsibility and leadership for which the council stands.

"Truly, fifty years of crime in America has culminated into a positive threat to our social order. Whether we like it or not we have been brought face to face with a crisis. Our future will not be determined by what we do fifty years or even ten years from now. It will be determined by the manner in which we co-operate to solve the problem of lawlessness now. Our task is to summon the noblest action in order to safeguard our nation. This crisis calls for strong character and honesty in every phase of endeavor. It demands that those forces which assail our liberties be exterminated with relentless justice. There can be no compromise between righteousness and venality."—J. Edgar Hoover.



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New Helps

● **THE LOST COLONY SONG BOOK**, by PAUL GREEN. Published by Carl Fischer, 1938.

This is a book containing 28 songs, hymns, dances, and other music from Paul Green's historical drama, "The Lost Colony." The content is based upon church and secular music of sixteenth century England. Many of these old English tunes are popular today, and this book is proving popular for many uses.

● **THE JUNIOR CITIZEN SERIES**, by Trow, Zapf, and McKown. Published by McGraw-Hill, 1939. Six volumes.

The titles, "Getting Acquainted with Your School," "You and Your Friends," "Property," "Recreation and Leisure," "Looking Toward a Vocation," and "Meeting Difficulties"—suggest the field covered by this series. These books are designed to supply material for what may constitute the core of a group-guidance and character education program. Made on the general plan of work books, this set provides for placing in the hands of pupils a device by which they face, analyze, and solve their own problems. No short treatment of this series will do justice to it.

● **GAMES FOR RURAL SCHOOLS**, by Myrtle Yoder Messinger. Published by Burgess Publishing Company, 1937. 49 pages.

This book is a practical guide for the teacher in the rural school, although its contents can easily be adapted to use in any group. It includes games for boys, games for girls, and games for mixed groups. It provides indoor games as well as those for outdoors. It offers brief, clearly described rules for some fifty carefully selected and thoroughly proved games.

● **TRAILS TO SELF DIRECTION**, by Bennett and Hand. Published by McGraw-Hill, 1939.

These are work books to accompany "School and Life," "Designs for Personality," and "Beyond High School." They are designed to help students to locate and define their problems, collect information about them, and use the information to think soundly about desirable solutions. Under the guidance of a teacher, pupils will find these books fascinating, and the results will be highly gratifying. Only examination of a copy of these books will reveal adequately their uses and possibilities.

● **THIS WAY, PLEASE**, by Eleanor Boykin. Published by the Macmillan Company, 1940. 336 pages.

This book was designed with a view to helping boys and girls to get their share of pleasure from social life and to lay a foundation for making effective contacts in all kinds of surroundings. General principles for pleasing conduct in human relations are given simple and sane treatment through concrete examples, drawings, and practical exercises. There are also some twenty pages of references to the latest books in this field.

Comedy Cues

NOT ENOUGH PEP

Bob: Did your son go through college?

Sob: Not quite. He took chemistry and only went as far as the roof.

A HARD WIND

Teacher: Can anyone tell me what causes trees to become petrified?

Bright Student: The wind makes them rock.

STEPPING ON ITS RACE

Physics Instructor: Now, everybody is attracted to every other body directly in proportion to the respective mass; thus, when you throw a baseball into the air, the baseball is pulled to the earth by what we call gravity, but the earth also is pulled toward the baseball. And when you walk, every time you raise one foot the earth is attracted to your raised foot.

Bright Fresh: How can it be when you hold the earth down with your other foot?

Teacher: Now, Freddie, explain the difference between *sufficient* and *enough*.

Freddie: If mother helps me to cake, I get sufficient. If I help myself, I get enough.—*Oklahoma Teacher*.

Father, helping Willie with his home work: What one does not learn in youth cannot be learned afterward.

Willie: Yes, that is what I am beginning to suspect.

Patient: Two dollars for pulling one tooth? You sure earn your money easily, with about five seconds' work!

Dentist: If you prefer, I'll pull it more slowly.

YOUNG WEBSTER

"Do you know the difference between a hot dog and a live dog?"

"A hot dog wears tights, and a live dog pants."—*Christian Science Monitor*.

PHONETICALLY RIGHT, ANYWAY

Doctor (after bringing victim to): How did you happen to take that poison? Didn't you read the sign on the bottle? It said "Poison."

Ebenezer: Yassah, but Ah didn't pay no attention!

Doctor: Why not?

Ebenezer: 'Cause right underneaf dat it said, "Lye."—*Texas Outlook*.

"The purposes of schools and other social agencies are not 'discovered' as a prospector strikes a gold-mine. They evolve; they reflect and interact with the purposes which permeate the life of the people. In each of the phases of individual and social living, there are elements which people commend, others which they condemn. Such judgments are based, in the last analysis, on moral standards or ideals. That which, out of their intelligence and experience, the people declare to be good, they will attempt to maintain and perpetuate for the benefit of their children and their children's children. They strive through education to transmit what they think is good to all the generations to come."—*Educational Policies Commission, The Purposes of Education in American Democracy*.

"Killing time is not murder—it's plain suicide."

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